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ABSTRACT

The Texas Nutrition Education and Training Program (NET) provides: (1) workshops to teach children about good eating habits in school and in child care facilities; (2) a circulating NET library collection; (3) instructional and promotional materials on nutrition and food service management; (4) presentations, exhibits, and publications on nutrition education, food service management, and program evaluation; and (5) coordination with related publicly supported programs. This final evaluation report includes data from 1996 evaluations and needs assessments. A study of the Guidelines for Selecting Creditable Foods and Beverages Workshop examined how much the workshop helped participating contractors and program monitors master nutrition related knowledge and how satisfied they were with the training. Evaluation of the 1996 Texas NET found that the program budget decreased slightly from 1995, despite increased numbers of children, and that NET's overall impact was positive. Needs assessment suggests that NET should direct more services to at-risk and minority children. Two appendixes include instruments used to evaluate NET program outreach and to evaluate the Guidelines for Selecting Creditable Foods and Beverages Workshop. (SM)

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ED 414 270

# FINAL EVALUATION REPORT

# OF

# TEXAS NUTRITION EDUCATION AND TRAINING PROGRAM

# FOR

# FEDERAL FISCAL YEAR 1996

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NUTRITION EDUCATION & TRAINING

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# I. EXECUTIVE SUMMARY

The Nutrition Education and Training (NET) program is one of the Child Nutrition Programs (CNP) of the United States Department of Agriculture (USDA). The program was established in 1977 in an amendment to the Child Nutrition Act (Public Law 95-166). States granted NET program funds are required to submit an annual performance report on the numbers of children, educators, food service personnel, Summer Food Service Program (SFSP) sponsors and parents receiving nutrition education and training by NET during the Federal Fiscal Year (FFY) and the number of schools and child care facilities of these target populations. In addition, the states are required to conduct formal evaluations and needs assessments of program activities and use the results as a basis for program improvement and planning. This report includes the evaluations and needs assessments conducted during FFY 1996.

## Outreach of the NET Program

NET's outreach to its target populations is achieved through: (a) workshops developed by NET and delivered by contract trainers; (b) circulation of a NET library collection; (c) development and distribution of instructional and promotional materials on nutrition and food service management; (d) presentations, exhibits, and publications on nutrition education, food service management, and program evaluation; and (e) coordination with related publicly supported programs.

## Findings

### Workshops

In 1996 NET delivered 192 workshops to 2,985 participants. The number of times each workshop was conducted varied from 3 to 48 times. The total number of participants in the individual workshops ranged from 11 to 59. Participation in NET workshops was over two times the participation goal but the number of workshop participants decreased 20.4% from their number in 1995. The number of workshops decreased 30.7% from 1995 reflecting a decrease in staffing. In 1996 school populations (447) constituted 15.0% of the workshop participants compared to 24.5% in 1995. The majority of the participants (62.4%) worked in day care centers. Family day home sponsors (391) reached 66,160

providers. Workshop participants included 406 SFSP sponsors. Hispanics were the largest group participating in the workshops, comprising 38.6% followed by whites (31.9%). African-Americans comprised 28.3%. NET workshops provided 14,901.6 hours of training to 1,008 educators, 1,410 food service personnel, 394 sponsors, and 25 parents, reaching about 1,246,619 children.

## NET Lending Library

In 1996 the NET library circulated 5,625 items, a 12.1% decrease from 1995. The library continued to circulate considerably more audiovisual than printed materials. The dominant theme of circulated items was food service management. The NET library served as a clearinghouse for in-service training courses to school food service personnel. The majority of the items were used in group education and training settings. The number of data base searches conducted by the library (100) decreased 24.8% from 1995, and the number of patrons (612) decreased 7.4%. Library borrowers reached 44,006 children. They rated 44.2% of the items they borrowed as *Excellent* in content, presentation, and usefulness and over 45.2% of the items as *Good*. Library participation exceeded the goals set for 1996. However, library outreach to child care facilities (13.6%) was far less than its outreach to public school populations (34.9%). Most of the library users were educators (60.1%) and food service personnel (28.4%).

## Development and Distribution of Instructional Material

Two workshops were developed and another two were revised. The developed workshops were part of the Louisiana-Oklahoma-Texas (LOT) coalition training project for USDA Healthy School Meals Initiative. They were a *Healthy School Meals Train the Trainer Workshop* and *Healthy School Meals Regional Workshop*. The revised workshops were *Menu-Planning Part II* and *Kitchen Math*. The *Guidelines for Selecting Creditable Foods and Beverages* workshop was translated into Spanish.

A Healthy School Meals Satellite Seminar was developed in a joint effort with Louisiana and Oklahoma NET programs and the Texas Education Agency (TEA). The seminar was developed as part of the LOT training project.

Four brochures were developed: one to explain the importance of water for the human body and how much water we need, and the other three to promote the Texas NET program, NET workshops, and the NET library. The library and NET services brochures

were translated into Spanish. Two fliers were developed on Healthy School Meals and the Dietary Guidelines for Americans (DGA).

To provide a source of immediate response to public needs, the NET Nutrition Hotline was initiated in 1992. In 1996 NET received 3,001 calls. Callers requested information on nutrition, NET services and the Child and Adult Care Food Program (CACFP) regulations.

The total number of materials distributed was 43,207, an 18.1% decrease from their number in 1995. NET distributed 99 different instructional/promotional materials compared to 62 in 1995.

**Presentations, Exhibits, and Publications**

Six conference presentations were delivered on the NET program, nutrition, and NET program evaluation, 3 of which were given at national conferences. The contract trainers delivered 9 presentations on *Project 2001/ Health Star,* the Food Guide Pyramid, Fatty Foods and Childhood Obesity. The total number of participants was 63 educators, 68 food service personnel and 16 parents. They reached 28,100 children compared to 13,239 children in 1995. NET staff and contract trainers gave 14 classroom presentations to 1,346 children, a 22.3% increase over 1995. Presentation topics were the Food Guide Pyramid, health and physical fitness.

A total of 7 exhibits were held in 1996, the same as 1995. Exhibit themes were the NET program and library and Project 2001/Health Star curriculum. Seven publications were issued on NET, 4 were on healthy food choices, 2 were on the NET Library and 1 on NET evaluation.

**Coordination With Related Publicly Supported Programs**

NET collaborated efforts with the Southwest Region Food and Nutrition Service, the LOT coalition; the Texas Affiliate of the American Heart Association (AHA); The Texas Affiliate of the American Cancer Society (ACS); Texas School Food Service Association (TSFSA); TEA; Texas Department of Agriculture (TDA); the University Of Texas at Austin; Texas Head Start Centers; and Texas Parent Teacher Associations (PTAs). NET also participated actively in the Texas Interagency Council on Nutrition (ICON) and the State Agency Libraries of Texas (SALT).

## Recommendations

- The number of workshops delivered during 1996 and the number of workshop participants decreased possibly due to a decrease in NET staffing. To encourage prospective targets to register for NET workshops, NET needs to simplify and automate the procedures followed in workshop registration.

- NET should develop a series of workshops on the revised National School Lunch Program (NSLP) and School Breakfast Program (SBP) meal pattern regulations. Each workshop in the series should be within the 6 hour limit of NET workshops. The series should include workshops on the regulations, the DGA, how to revise recipes, menu analysis and marketing. Workshops in the series should target educators, parents and/or food service personnel. These workshops will be able to present the main issues involved in the LOT Team Nutrition Training (TNT) project in depth, with more hands on practice, and for all targets that are concerned about the regulations.

- Research indicates that single workshops could result in a change in knowledge, but changes in attitudes and practices are achieved by more extensive instructions. In 1995 NET developed several workshops on Menu Planning. It is recommended that NET arrange these workshops in two series, one for school food service personnel and the other for pre-school food service. The series should include workshops that provide information basic to menu planning such as kitchen math and creditable foods. These series of workshops would allow for organizing the content in a spiral curriculum that is organized to reinforce main concepts and meet the needs of participants at different levels of competence.

- Most of the workshops offered in 1996 targeted food service personnel. In addition, changes in NET policies required day home sponsors to attend NET workshops in lieu of their providers which further decreased the number of educators participating in NET workshops. It is recommended that NET boosts educators' participation by coordinating teacher training with TEA and the Education Service Centers.

- Since the NET Library circulation to day care centers and family day homes continued to improve in 1996, it is recommended that current promotional efforts directed to these facilities continue. NET could also develop movable exhibits and short presentations on samples of suitable materials to be presented in these facilities.

- The NET library should assume a more active role in promoting the revised NSLP and SBP meal pattern regulations. Library efforts may include: (a) promoting the satellite seminar video that was developed as part of the LOT training project on the regulations; (b) acquiring a collection of library items on the regulations; and (c) providing information on menu analysis and menu analysis software to support private schools, RCCI's and individuals in need of these resources.

- Children's story time efforts are hindered due to difficulties in arranging for children's transportation from child care facilities to the NET library. NET may consider conducting story time in day care centers and public libraries to promote the expanding collection of children's books and audiovisual materials in the library.

- NET needs to maintain mailed and published information about the library collection as an important source of library outreach. Distributing library catalogs, bibliographies, and updates to schools and child care facilities and publishing articles and announcements in magazines and newsletters was an effective means of library outreach in the past and should continue and expand.

- Since few parents were reached through NET's direct interventions in FFY 1996 and in previous years, it is recommended that NET develop and deliver presentations and handouts for parents. NET should continue efforts to reach parents in PTA meetings and through their children in schools and child care facilities.

- Since NET participates in promotional campaigns such as Texas School Breakfast Week and Texas School Lunch Week, the NET library could prepare packages of audiovisual and print materials to support these campaigns as they are held, and provide information to groups and individuals that are interested in learning more about the subjects of the campaigns.

- Due to the considerable decline in the number of presentations and participants in this intervention it is recommended that NET review its efforts in this direction. NET's past efforts in developing standard presentations with specific objectives and targets in mind and coordinating these presentations with training provided by other entities such as Head Start, SFSP Sponsors, Early Childhood Intervention and Education Service Centers boosted the number of presentations and participants in the past. NET also should enhance efforts to promote the presentations that were developed in 1996 on DGA, obesity and physical fitness.

- To reach the few SFSP sponsors in Texas, NET may develop an individualized instruction unit on NET and on basic nutrition concepts that are beneficial to this target population. Simple evaluation instruments should be included in the unit to ensure sponsors' mastery of the unit's content. NET may coordinate the distribution of the unit with the annual training the Texas Department of Human Services (TDHS) provides for the sponsors, and augment the unit with exhibits and brochures.

- NET should continue it's enhanced efforts in publications to inform the public of NET program services and share experiences and ideas on nutrition education and evaluation with professionals. Regular announcements on NET activities and services may be shared in newsletters aimed at NET target populations.

- NET's diligent coordination with related publicly-supported programs resulted in measurable increases in participation and in contributions state and nationwide. This coordination should continue and should be extended to commodity and food distribution programs, and to related non-profit community organizations.

## Evaluation of Guidelines for Selecting Creditable Foods and Beverages Workshop

This study was conducted to determine how effective the *Guidelines for Selecting Creditable Foods and Beverages* workshop was in helping participants master nutrition knowledge and how satisfied the participants were with the training they received during the workshop.

A sample of 14 out of the 47 workshops that were conducted in 1995 was used. Participants in these workshops were 50.7% of the total number of participants in the workshop during 1995. The 14 workshops were delivered by 12 of the 24 NET contract trainers during that year. A pretest and a post test, each consisting of 15 multiple choice items, were used to evaluate participants' mastery of the three workshop objectives. The content validity of the tests was checked by comparing the items with the workshop's curriculum specification table. A training evaluation form was used to measure participants' satisfaction with the workshop delivery, materials and instructors. Six items were used to measure the satisfaction with each of these three categories. Satisfaction was measured using a 5 point scale. Three open-ended items asked participants about the most and least helpful parts of the training in performing their jobs and suggestions for improving the workshop.

## Findings

Comparison of participants' test scores in the pre and post tests showed considerable increase in the post test scores on all items, indicating gain in knowledge as a result of participating in the workshops. While participants' performance reached an acceptable level (70% correct responses) with respect to 3 pretest items, their performance reached this level on 12 out of the 15 post test items, and the mastery level (90% correct responses) on 5. Analysis of variance and F test showed that the improvement in the participants' performance in the post test was highly significant (P .00).

Participants' ratings of the workshop delivery, materials and instructors showed an acceptable level of satisfaction (3.5 or more out of 5) on all scales and ideal level of satisfaction on the six items that measured their satisfaction with their instructors.

## Recommendations

- There is a need to revise the workshop so as to provide more in depth information and practice on the concepts that were not mastered especially those concepts on which participants' performance was below the acceptable level, namely creditable bread crumbs, creditable infant cereals and information on food labels that determine food creditability.

- Since workshop effectiveness depended on the trainer who delivered the workshop NET should direct more efforts to train the contract trainers and resume the train the trainer sessions NET should also continue to evaluate the trainers' performance and select trainers based on their experience in education and training.

- Based on participants' ratings of various aspects of workshop delivery there is a need to improve the workshop by increasing participation in workshop activities and opportunities to practice and to receive feedback.

- Based on participants ratings of various aspects of workshop materials and their suggestions to improve the workshop, it is recommended that more efforts should be directed toward improving the quality of workshop materials to increase its appeal. The workshop materials may be implemented with the use of commercially developed A-V materials especially videos.

- It is suggested that trainers involve workshop participants in deciding on the pace of the workshop and the number and length of breaks.

- There is a need to conduct more comprehensive evaluations of new workshops. Changes in participants' attitudes and practices should be measured in addition to their knowledge and satisfaction.

- It is not cost effective to conduct a workshop for a small number of participants. Creative efforts should be directed to increase workshop participation and to facilitate the decision to cancel a workshop if very few individuals registered for it.

## General Evaluation of the NET Program

The purpose of this study was to assess overall program performance in FFY 1996. The results of the evaluations conducted during the year were combined to produce an index of program effectiveness.

## Findings

The NET program budget decreased slightly (1.6%) from 1995 in spite of the increase in the number of children in Texas. There was also a decrease in the number of NET Staff especially during the last two months of 1996 and a decrease in NET contract trainers from 24 in 1995 to 19 in 1996.

A contract was renewed with the Texas School for the Deaf to package and mail distributed instructional/promotional materials and workshop curricula. NET awarded 19 contracts to trainers to deliver workshops and participate in workshop development and material evaluation. One contract was awarded to an independent contractor to translate instructional materials into Spanish. The contract with Texas Tech University (TTU) to conduct a needs assessment was renewed for an additional three months without an increase in the amount of the contract money. One contract was awarded to a Spanish speaking trainer to implement the Padres Hispanos En Accion Project. Monies for the contract come from USDA Food and Consumer Services.

The vote-counting method of meta-analysis was applied to integrate results of the evaluation of program activities in 1996. Results of the analysis revealed an overall positive impact of the NET program in Texas. Eight evaluations were positive, 6 were negative and 2 remained the same as 1995. The negative results were possibly due to lack of coordinating teacher training, need to improve workshop registration policy, reduction in library acquisitions and reduction in NET promotional activities.

## Recommendations

- The results of the comprehensive needs assessment indicated that NET needs to direct more services to at risk and minority children. NET should promote its services to these groups and direct more efforts toward tailoring its services to their needs. More efforts should also be directed toward monitoring and assessing NET's outreach to these groups.

- The process of developing, awarding, implementing, monitoring and evaluating NET's mini-contract projects needs improvement. A task force should review NET's past attempts in this respect and develop standard procedures that would lead to improvement in this intervention.

- NET may recruit the contract trainers in consulting workshop participants as they apply the knowledge and skills gained from the workshops in their work environments. Similar services could also be provided to schools, child care centers, day homes, and parents in general. The trainers could provide menu analysis and consultation to soup kitchens, half-way homes, and to other organizations serving at-risk groups such as the indigent and the homeless.

- Since NET is expanding its interventions and strategies, there is an emerging need for measuring the relative cost-effectiveness of various interventions and alternative strategies. Emphasis should be placed on more successful and cost-effective interventions and strategies.

- There is a need to direct more efforts toward measuring the quality of NET's services and follow-up with necessary improvements.

## II. OUTREACH OF THE NET PROGRAM

### Introduction

### Background

NET is one of the USDA child nutrition programs. The program was established in 1977 in an amendment to the Child Nutrition Act (public law 95-166). The USDA administers the program through grants to state agencies. The NET program supports the other USDA child nutrition programs; namely, the NSLP, the SBP, the Special Milk Program (SMP), the CACFP, and the SFSP. With the exception of the NSLP and SBP for public schools in Texas, the rest of these programs, including NET, are under the jurisdiction of TDHS. They are administered by the Special Nutrition Programs (SNP) section of the Office of Programs.

States granted NET program funds are required to submit an annual report--the FNS 42--reporting the number of educators, food service personnel, SFSP sponsors, and parents receiving nutrition education and training during the fiscal year, and the number of schools and child care facilities of these target populations. The report also has to include data on the contracts and grants awarded by a NET State program. The report must be completed within 90 days after the close of the FFY in order for the state to receive the program grant for the succeeding year. In addition, states are required to conduct formal evaluations and needs assessments of program activities and use them as a basis for program improvement and development. This report includes the evaluations and needs assessments of program activities implemented during FFY 1996.

### Goal of the NET Program

The goal of the NET program is to promote optimal health and well-being of the nation's children through improved nutrition. To achieve its goal, the NET program provides nutrition education and instructional resources for children and for key individuals in the learning environments of children. Parents or guardians, care givers and teachers, as well

as food service personnel who prepare meals for the children, are considered individuals who affect the nutritional status of Texas children and contribute to children's nutrition knowledge, attitudes, and behaviors.

Four goal areas were identified in NET's State Plan Update For 1996. They are:

1. Assure that children have opportunities to learn about and to practice good eating habits in schools and child care facilities participating in USDA's child nutrition programs. This goal area is achieved by providing education and instructional materials for children, teachers, and food service personnel.

2. Facilitate integration of effective nutrition learning activities--including use of the cafeteria as a learning laboratory--into instruction at all grade levels from preschool through high school. This goal area is achieved by providing information and instruction to help teachers improve their child nutrition related knowledge, attitudes, and behaviors.

3. Assure that nutritious, appealing, and safe meals and snacks are served in schools and child care facilities. This goal area is achieved by providing information and training to help food service personnel improve their child nutrition related knowledge, attitudes, and behaviors.

4. Provide support for nutrition education and food service management practices in schools and child care facilities participating in the reimbursement programs. This goal area is achieved by developing educational materials, keeping the lending library collection current, acquiring and distributing materials, and coordinating services with other public-sector agencies interested in promoting children's health and well-being through improved nutritional status.

In order to assure that the Texas NET program reaches as much of the target population as possible, annual participation goals are set for each of the program's major activities and for each of its target populations. Goals are based on current priorities, current staffing, and prior participation figures. Actual participation is monitored and compared against the goals for the year. Information about goal attainment then is used to establish objectives and make plans for the following year.

## Goals for NET's Outreach

Data about staffing levels and participation in FFY 1985 were used as a baseline in setting goals for program outreach since that year. Using 1985 as the baseline is appropriate because all of the designated NET staff positions were filled during that year and evaluation studies demonstrated that the program was both challenging and successful.

During 1985 there were approximately 6 full-time equivalent NET staff positions that supported NET workshops and 2.5 positions that supported the NET lending library. The staff-to-participant ratios were 1:400 for NET workshops and 1:1500 for the NET lending library.

FFY 1996 witnessed several changes in program staffing. The staff consisted of a Program Coordinator, a Program Evaluator, a Workshop Coordinator, a Project Coordinator, a Librarian, an Information Specialist, a Workshop Assistant, a Library Assistant, and a Secretary. The Project Coordinator, Information Specialist, Workshop Assistant, Library Assistant and Secretary positions became vacant. The first three positions were filled with new staff while the positions of the Workshop Assistant and Secretary remained vacant for the last two months of the FFY due to the uncertainty of NET's funding for FFY 1997. In addition to the NET staff, NET contracted with trainers to deliver NET workshops throughout Texas and to evaluate instructional materials. The number of contract trainers in 1996 was 19, compared to 24 in 1995. Following is an estimate of NET's workshop and library full-time equivalent positions in 1996.

**Table 1**

**Estimate of Workshop and Library Full-Time Equivalent Positions in 1996**

| Intervention | Position | Full-Time Equivalent |
|---|---|---|
| Workshops | Workshop Coordinator | 1.00 |
| | Contract Trainers | 1.71 |
| | Workshop Assistant | 0.83 |
| | **Total** | **3.54** |
| Library | Project Coordinator | 0.50 |
| | Librarian | 1.00 |
| | Material Evaluator (Contract Trainers) | 0.12 |
| | Library Assistant | 0.50 |
| | **Total** | **2.12** |

*Note: **Estimate is based on amount of money used for trainers' contracts divided by the annual salary of comparable TDHS trainers. Only about 85% of the contract trainers' time was devoted to workshops..**

Table 1 shows that there were approximately 3.54 full-time equivalent staff positions in support of the workshops and 2.12 staff positions in support of the library. By substituting these figures in the staff-to-participant ratio, overall goals were set for FFY 1996 at 1,416 individuals participating in NET workshops and 3,180 individuals for the library.

Information about program priorities was used in adjusting the goals for different target groups. The 1990-1991 State Plan indicated that approximately 40% of NET's efforts and resources would be directed at public school populations and 60% at other target populations. A 1994 amendment of this State Plan did not change NET priorities. The 40/60 allocation of program efforts was based on a political decision that aimed at distributing NET resources proportional to the size of the target population, in the absence of a more justifiable criteria. A Statewide comprehensive nutrition education and training needs assessment was conducted during the FFY's 1992 - 1995. The result of the needs assessment did not support resource allocation based on the size of the target population. The results indicated that children's need for program services gradually increases as they get older and exercise more control over their food consumption. On the other hand,

parents and care givers of young children need to learn more about nutrition while educators and food service personnel of school and preschool children are equally in need for program services. The results also stress the need for directing more services to at risk groups and minorities. These results are incorporated in the State Plan objectives and are a determinant of program priorities and activities.

## NET's Outreach Interventions

NET's outreach to its target populations is achieved through multiple interventions which include:

- Workshops developed by NET staff/contract trainers and delivered by contract trainers
- Circulation of the NET library collection
- Development and distribution of instructional materials on nutrition education and food service management
- Presentations, exhibits, and publications on nutrition education, food service management, and NET program evaluation
- Coordination with related publicly supported nutrition programs

Following are NET's efforts to reach Texas children through each intervention and the outcomes of these efforts.

## Workshops

### Introduction

Conducting nutrition education workshops to prevent disease and enhance the well-being of the State's children is a major activity of the Texas NET program. The program provides information and resources to instruct educators, food service personnel, parents and sponsors of SFSP and day home providers. NET's information and resources are mainly on the fundamentals of nutrition and how to convey this information to motivate children to make healthy food choices. The expected outcomes are improved nutritional status for children and reduced food waste in schools and child care facilities.

NET had developed a total of 25 workshops since 1985, and continued to offer all NET workshops until 1993. In 1993 NET decided to offer a limited number of workshops to increase participation in individual workshops and enhance workshop efficiency. The workshops offered were to be selected on the bases of their popularity in previous years and relevance to the largest number of NET target populations. Consequently, a maximum of 10 workshops are offered every year in addition to a *Train the Trainer* workshop for NET contract trainers. Workshop topics include nutrition education, food service management, menu planning, and sanitation. Contract trainers conduct the workshops throughout Texas and provide free materials to eligible participants. Participants receive certificates verifying hours of attendance.

In 1986 interagency agreements and curriculum modifications were negotiated to obtain the approval of TEA for two NET workshops to be made available to public school teachers for advanced academic training (AAT). Two additional workshops were approved by TEA for AAT credit in 1988. In 1992 further negotiations with TEA resulted in a general agreement that all NET six-hour workshops are automatically approved for AAT credit. In 1995 four workshops were approved for TSFSA continuing education units. These agreements are positive steps toward increasing workshop participation.

### Method of Evaluating the Workshops

Continuous evaluation of NET workshops resulted in revisions and improvements in their content as well as in the methods and materials used in their delivery. The performance of workshop participants is evaluated using knowledge tests and attitude scales. In some

instances, the behavior of the participants is evaluated as well. For example, in 1988 the menus planned by food service personnel were evaluated before and after their participation in the *Menu Planning and Kitchen Economy* workshop to find out if their compliance with the CACFP regulations increased as a result of their participation.

Data on the effectiveness of a workshop as a whole are collected from the workshop participants using a standard workshop evaluation form. In addition, the performance of the contract trainers is observed and evaluated periodically by NET staff using a workshop instructor evaluation form. The same form is used as a self-evaluation tool by the trainers to guide the process of workshop development and delivery. Copies of the workshop evaluation form and the instructor evaluation form are included in Appendix A of this report.

Data on the number of workshop participants and their functions, work facilities, ethnic backgrounds, and the number of children they reach, are collected on each workshop for administrative purposes and to evaluate workshop participation. A registration form is used to collect these data. A copy of the registration form is included in Appendix A.

## Workshop Participation

### Workshops Conducted

A total of 192 workshops were conducted in FFY 1996, compared to 251 workshops in FFY 1995, and 192 workshops in 1994. Thus, the number of workshops conducted in 1996 decreased 30.7 % from the past year but was about the same as in previous years. The increase in the number of workshops conducted in 1995 was due to the statewide registration procedures followed during that year. Although the same procedures were followed in 1996, they were disrupted by the decrease in staffing.

Table 2 contains the titles and durations of workshops conducted during FFY 1996, as well as the number and percent of workshop participants.

**Table 2**

**Number and Percent of Participants in NET Workshops Conducted in 1996**

| Workshop | Workshop Duration in Hours | Number of Times Conducted | Number of Participants | Percent of Participants |
|---|---|---|---|---|
| Kitchen Math | 6.0 | 48 | 704 | 23.6 |
| Guidelines for Selecting Creditable Foods and Beverages | 5.0 | 34 | 550 | 18.4 |
| Sanitation and Health | 5.0 | 33 | 500 | 16.8 |
| Menu Planning - Part I | 4.0 | 19 | 278 | 9.3 |
| Menu Planning - Part II | 5.0 | 24 | 263 | 8.8 |
| Puppets Use Forks, Too Puppets in Nutrition Education | 6.0 | 12 | 209 | 7.0 |
| Planning Nutritious Snacks | 4.0 | 3 | 177 | 5.9 |
| Project 2001/Health Star | 2.5 | 7 | 141 | 4.7 |
| Nutrition and the Preschool Child | 6.0 | 7 | 104 | 3.5 |
| Off to a Good Start for Family Day Homes | 6.0 | 5 | 59 | 1.9 |
| TOTAL | 47.5 | 192 | 2,985 | 100.0 |

Table 2 shows that the duration of the workshops ranged from 2.5 to 6 hours. The 2.5 hours workshop titled *Project 2001/Health Star* was a 2 hour presentation titled *Project 2001/Nutrition for a New Century*. This presentation was developed into a workshop in 1995 to incorporate additional concepts and hands on activities developed by the Texas affiliate of the AHA. The number of times each workshop was conducted varied from 3 to 48 times. The workshop conducted the most was *Kitchen Math,* followed by *Guidelines for Selecting Creditable Foods and Beverages* and *Sanitation and Health.* The *Guidelines for selecting Creditable Foods and Beverages* workshop was designed to provide educators, food service personnel, parents and day home sponsors of preschool children with nutrition information and guidelines on USDA meal patterns. The *Kitchen Math* and *Sanitation and Health* workshops provide basic knowledge and skills in food purchasing, preparation and service.

Two other workshops followed the three workshops mentioned above in the number of times conducted, *Menu Planning Part I* and *Menu Planning Part II. Menu Planning - Part I* provides information about the principal concepts and procedures for planning nutritious and economical meals for children and provides hands on experience in developing menus. *Menu Planning - Part II* provides advanced menu planning skills in the areas of cultural awareness and recipe modifications to meet the USDA's DGA. Participation in the workshops was not proportional to the number of times they were conducted. The average participation in each workshop ranged from 11 to 59, with the highest average participation in *Planning Nutritious Snacks* and *Project 2001/Health Star*.

A *Train the Trainer* workshop was delivered once during FFY 1996 to enhance knowledge and skills of NET contract trainers. The workshop lasted for 2 days to train all NET contract trainers. The contract trainers that were new to NET were trained for an additional half-day.

**Workshop Participants**

As mentioned above, the number of workshops conducted in 1996 decreased 30.7 % from their number in 1995. In 1996 the number of workshop participants however was 20.4% less than their number in 1995, indicating a relative increase in the number of participants in individual workshops.

It was stated previously that the workshop participation goal for 1996 was set at 1,416. Actual participation in NET workshops (2,985 participants) was over two times the

participation goal. It may be noted however, that the number of participants attending NET workshops decreased in 1996 compared to 1995. This decrease reflects a decrease in staffing.

## Participants' Ethnicity

As mentioned above, the results of the comprehensive needs assessments indicated that ethnic and at risk populations are in a more dire need for NET services. To ensure equitable distribution of NET services, workshop participants are asked to indicate their ethnicity in addition to their function and facility. Figure 1 illustrates the number of participants from each of the ethnic groups.

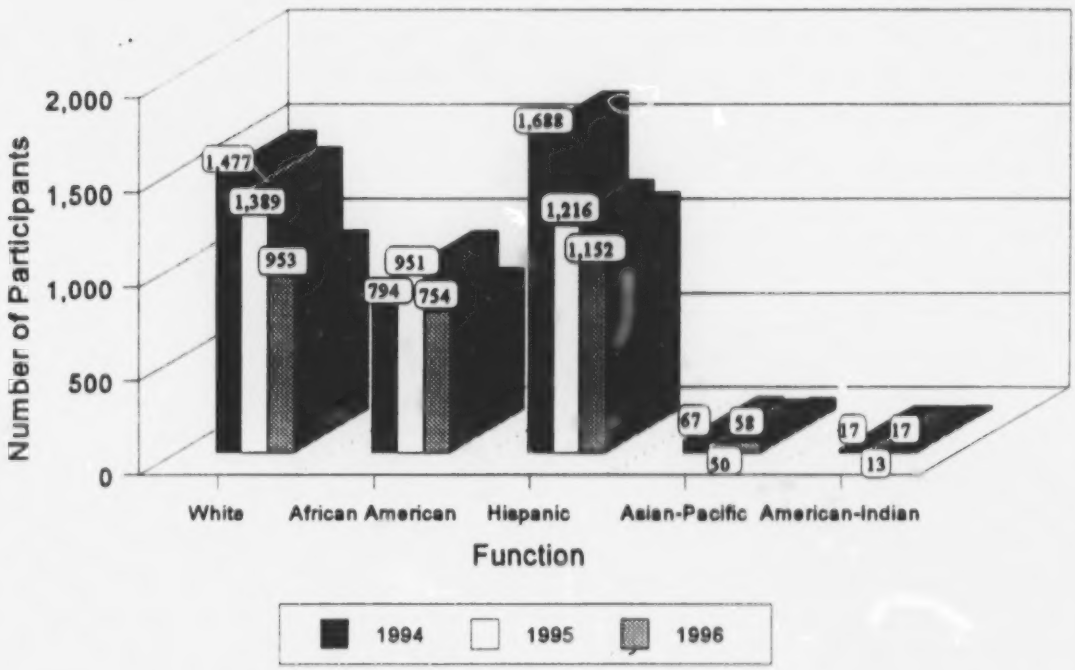


**Figure 1. Workshop Participants' Ethnicity**

Figure 1 shows that while Hispanics were the largest group participating in NET workshops in 1994, comprising 41.7%, Whites were the majority in 1995, comprising 38.4%. In 1996 the number of Hispanic participants increased once more, relative to Whites, comprising 38.6% of the total number of participants. The number of African

American was 28.3%. Both Hispanics and African-Americans participated in numbers greater than their actual representation in the population. In Texas, Hispanics comprise about 25% of the Texas population and African-Americans comprise approximately 12%. This indicates that NET is providing more workshop services to minorities in Texas according to the priorities set by the comprehensive needs assessment.

## Participants' Facilities

NET monitored the work facilities and the functions of workshop participants. Figure 2 represents the different facilities of workshop participants in 1994, 1995, and 1996.

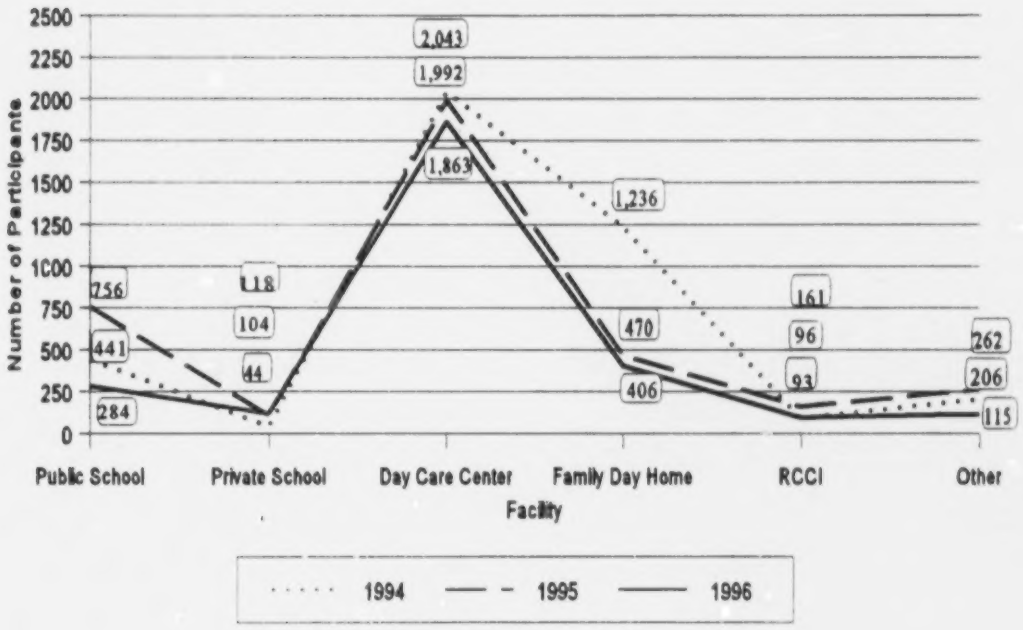


**Figure 2. Facilities of Workshop Participants in the Past Three Years**

Figure 2 indicates that a general participation trend prevailed in the past three years. Participants from day care centers were reached more than participants from public or private schools. This trend is a continuation of a trend that started in previous years and

prompted a regulation in 1989 as to the proportion of participants from school population and from other population (40:60). The decrease in the number of participants from family day homes reflects a 1995 NET policy of providing workshop services to sponsors of these homes and not to providers. Family day home sponsors (392) indicated that they reached 66,160 providers. Family day home sponsors are financially compensated for providing training to the providers they sponsor.

Shortage in teacher training funds for travel and substitute teaching may have discouraged public school teachers from participating in NET workshops in past years and prompted a decrease in the number of workshops that are tailored to this population. Participation of food service personnel somewhat offsets the decrease in teacher participation. In 1996 all the workshops offered were scheduled statewide and most of them targeted pre-school populations.

NET's efforts toward attracting pubic school educators should continue by offering workshops that target them and scheduling these workshops statewide. NET may also consider enhancing coordination efforts with the Education Service Centers, and coordinating teacher training with similar training provided by TEA.

**Participants' Functions**

Figure 3 shows the different functions the participants performed in their work facilities in the past three years.

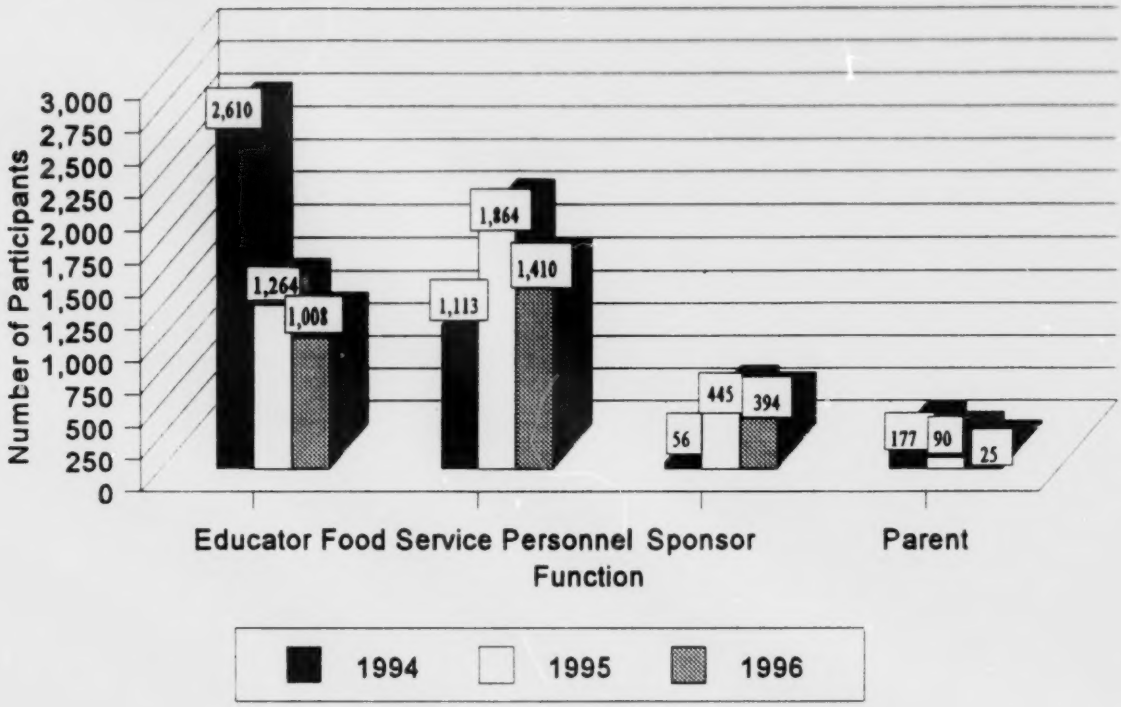


**Figure 3. Function of Workshop Participants in the Past Three Years**

Data in Figure 3 reflects shifts in the numbers of participants performing different functions in 1995 and 1996. The number of educators decreased by more than half from their number in 1994, while the number of food service personnel increased 67.5% and 26.7% respectively. Most of the 1994 participating educators worked in child care facilities. This shift in the function of participants coincides with the type of workshop scheduled statewide in a particular year. In 1994, *Guidelines for Selecting Creditable Foods and Beverages* and *Nutrition and the Preschool Child* boosted the numbers of child care educators. In 1995 and 1996 most of the workshops offered statewide targeted food service personnel. In addition, changes in NET and in the CACFP policies required that sponsors of day homes attend NET workshops instead of their day home providers, which resulted in a decrease in the number of educators and increase in the number of sponsors.

Since in 1993, NET is required to report the number of SFSP sponsors receiving instruction. Revision in the workshop registration form included an item asking the participants whether or not they were SFSP sponsors. Five hundred and six participants (13.6%) answered in the affirmative. The actual number of SFSP sponsoring organizations in 1996 was 309 serving food in 1,713 sites. More than one individual participated from each organization.

## Hours of Training

Figure 4 illustrates the number of hours of training delivered to educators and food service personnel in schools and child care facilities in 1996.

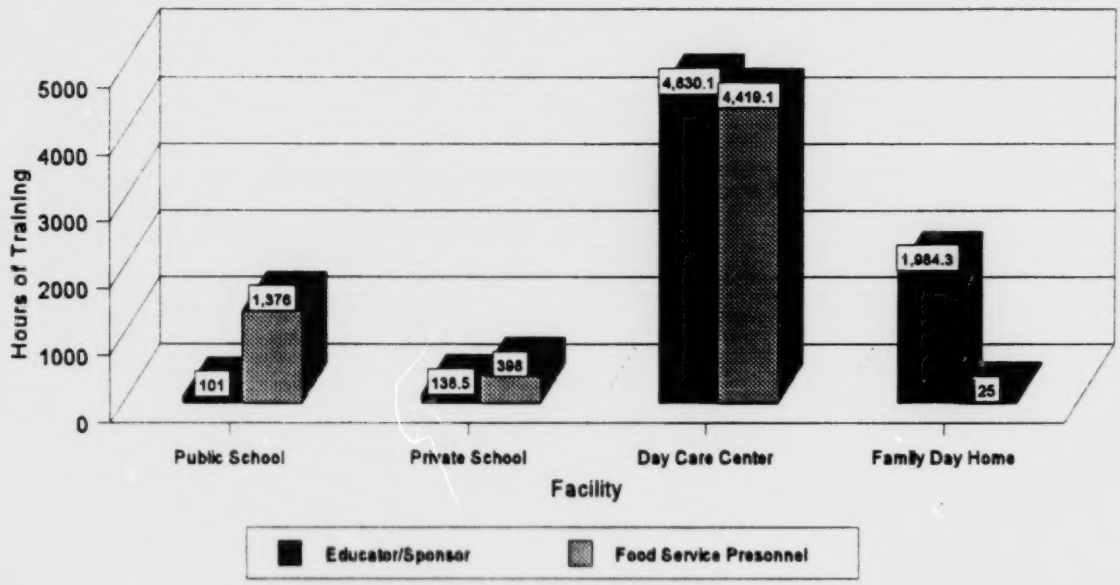


**Figure 4. Training Hours Delivered to Educators and Food Service Personnel in 1996**

Figure 4 shows a difference in the number of training hours delivered to educators and to food service personnel in schools and child care facilities. Food service personnel in public and private schools received more training hours than educators. The American School Food Service Association (ASFSA), TSFSA, and TEA encourage continued education and certification of food service personnel. NET actively coordinates efforts with these organizations and participates in their meetings and conferences. Thus, NET

reached school food service personnel directly and indirectly. NET needs to direct similar efforts to reach school teachers.

The number of training hours delivered to day care educators and sponsors, on the other hand, was more than 45 times the hours delivered to public school educators, more than three times (3.4 times) the training hours delivered to school food service personnel and about the same hours delivered to food service personnel in day care centers. Sponsors of family day homes received more training hours than food service personnel. Food service in these homes is a function that is performed by providers. Training the providers is the responsibility of their sponsors.

The total hours of training delivered in 1996 (14,901.6) was 9.1% less than that of 1995 (16,396.5). This decrease reflects the overall decrease in the number of workshop participants.

**Participation in Food Programs**

The NET program was designated to support the other USDA child nutrition programs. Information on the food programs implemented in the facilities of workshop participants is a measure of NET's effect on these programs. Table 3 lists the number and percent of workshop participants who indicated their facilities' participation in the different food programs.

**Table 3**

**Workshop Participants' Food Programs**

| Food Program | Number of Participants | Percent of Participants |
|---|---|---|
| CACFP | 2,005 | 70.1% |
| NSLP/SBP | 319 | 11.1% |
| More than 2 food Programs | 18 | 86.6% |
| NSLP | 186 | 6.5% |
| SFSP | 33 | 1.1% |
| SBP | 6 | 0.2% |
| SMP | 6 | 0.2% |
| None | 119 | 4.2% |
| Total | 2,862 | 100% |

It is apparent from Table 3 that the facilities of the majority of workshop participants (70.1%) participated in the CACFP. This is because the majority of workshop participants worked in child care facilities. Only 4.2% of the workshop participants indicated that their facilities did not participate in any food program.

## Children Reached Through Workshop Participants

Figure 5 shows the number of children reached through educators and food service personnel in 1996.

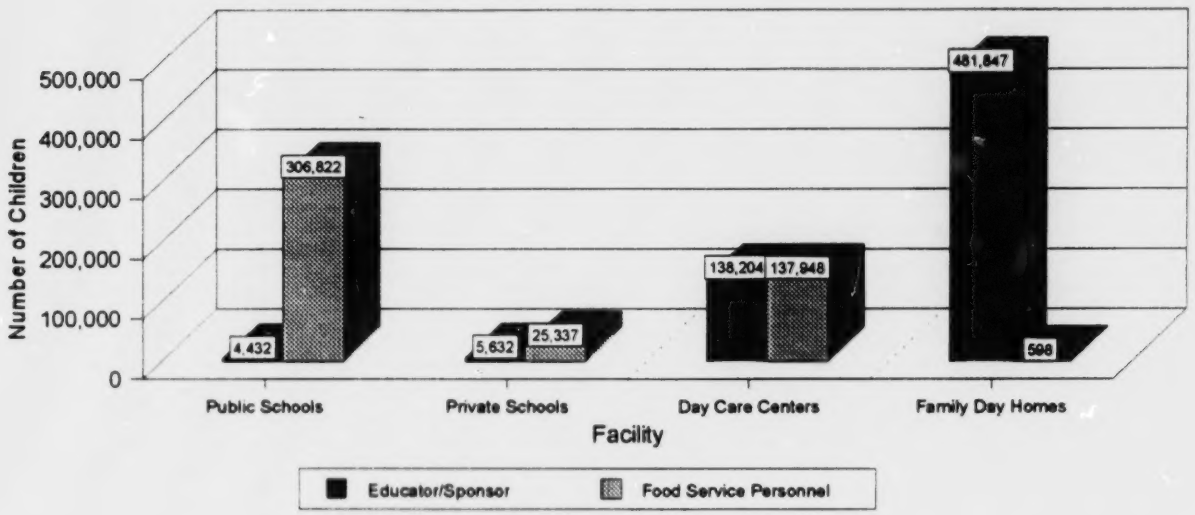


**Figure 5. Number of Children Reached by Educators and Food Service Personnel**

Figure 5 shows that the number of children reached by school food service personnel exceeded the number of children reached by school educators due to the difference in the number of children reached by individual participants in these two groups. More school food service personnel participated in NET workshops as well. On the other hand, the number of children reached by educators in child care facilities was more than the number of children reached by food service personnel, as more educators and sponsors than food service personnel from these facilities participated in NET workshops. Thus, it seems reasonable to assume that workshops are a viable means of reaching children indirectly, and that increasing workshop participation has a direct effect on the number of children reached.

## Net Lending Library

### Introduction

The NET lending library is one of the key elements in the Texas NET State Plan for promoting children's health and well-being through improved nutrition. The library collection includes over 4,400 printed and audiovisual materials on nutrition, nutrition education, and food service management. In the past three years materials in Spanish and children books were boosted in the collection. Children materials in the library collection include 526 different titles, 24 (4.6%) of which were purchased during the past year compared to 26.4% in 1995. The library acquired 10 Spanish titles in the past year bringing the Spanish collection to 74 titles. Spanish acquisitions in 1995 were 64 titles. Funding restrictions in 1996 limited the expansion in library acquisitions in general. The collection was weeded and new items were added. The new items were evaluated by registered dietitians to make sure that the collection remains a source of up-to-date, well presented, and useful information. Circulation of this collection provides children, parents, educators, food service personnel, and others who are interested in child nutrition and nutrition in general with ready access to materials to teach nutrition and to plan and prepare nutritious meals.

Use of the lending library by other state agencies and public programs has at least two additional advantages: (1) it increases the NET program's outreach, and (2) it reduces the probability of duplicate development or acquisition of materials on nutrition education. Thus, improved coordination of the NET library services assures more efficient use of federal and state resources allocated to support child nutrition and health.

Circulation of the NET library collection is managed by a full-time NET program librarian and a librarian assistant. Requests to borrow items from the collection are made by mailing an order form, by calling, or by using the 800 telephone number dedicated to the NET program. Materials are delivered and returned by post or parcel service for borrowers who are located outside Austin, while those who are located in Austin have the option to check out and return materials in person. Borrowers are strongly urged to insure items at full value when returning them to the library so that the risk of loss in transit is minimized. However, other than the cost of return postage and insurance, use of the lending library is free of charge.

In March 1993 the NET library moved to a more spacious location that accommodates the expanded library collection and allows for improved facilities. Library facilities include a room equipped for video, slide or filmstrip preview, two reading tables to review print materials, and a special corner for children. The children's corner contains materials suited for children such as puppets, games, models, and books.

## Method of Evaluating the Lending Library Participation

Data on library performance and circulation are accumulated using a library feedback form. The form consists of items that are intended to collect information on the borrower's function and work facility, how the item was used, and the borrower's evaluation of the item. The form is revised periodically to improve the accuracy of collected data. A copy of the form is included in Appendix A of this report.

The library feedback form is provided to borrowers with each circulated item. Borrowers are urged to fill out the form and return it with the borrowed item. Since the library feedback form is completed and submitted after using the items, only about 43.5% of the borrowers returned the form with the borrowed items in the past year. In 1991 a follow-up procedure was developed to remind the library borrowers to return the feedback form to collect more accurate data on material circulation.

Since borrowed library items are mostly used to educate NET's target populations on nutrition education and training, participants who attended presentations that were based on materials borrowed from the library were counted in NET program outreach.

## Efforts to Promote the Library Outreach

In order to increase circulation and provide services to NET's wide range of target populations, the NET library initiated several new activities. Since December 1992, lists of new additions to the library collection are mailed quarterly to patrons who have used the library in the past two years. Information on the library and a bibliography of sample library materials were mailed as part of a NET outreach package to school food service personnel, school superintendents, PTA presidents, child care centers, day home sponsors, and contractors of the CACFP.

In August 1993 the audiovisual materials catalog was revised. In August 1994 the printed materials catalog was revised. To make them more user friendly, the catalogs were divided into five chapters based on suitability of material to different target populations. The five chapters are: (1) child care--which includes materials on subjects such as feeding, nutrition, hygiene, menu planning, and prenatal care; (2) elementary--which includes materials on subjects such as digestion, cookery, exercise, and weight control; (3) high school--which includes materials on subjects such as sports nutrition, eating disorders, obesity, and pregnancy; (4) food service--which includes materials on subjects such as food safety and sanitation, quantity cookery, kitchen operations, and management techniques; and (5) general adult--which includes materials on subjects such as basic cookery, healthy diets, fitness, weight management, aging, and diabetes. In 1996 a supplement to the audiovisual catalog was developed to include the new library acquisitions.

In 1994 a slide-tape presentation was developed on the library collection and library services. The presentation was used in NET workshops and conferences during FFY 1995 and 1996. In addition, two articles were published about the NET library in 1996 and information on the library was provided in NET exhibits and presentations. To promote children's material and increase children's participation, a story time for children was initiated.

## Lending Library Participation

### Material Circulation

In 1996 a total of 100 data base searches were conducted by the NET librarian for NET library patrons compared to 133 searches in 1995 and 149 in 1994. Six hundred and twelve patrons used the library in 1996 compared to 661 in 1995 and 543 in 1994. The 7.4% decline in the number of patrons in 1996 and the decrease in the number of searches is possibly due to several factors. As mentioned earlier, the position of NET Information Specialist became vacant this year and promotion of library services were interrupted. Funding was restricted and library acquisitions and subsequently promotion of new items was limited. In addition, the TSFSA , a large consumer of library services, decreased the number of items borrowed from the library when it revised it's training courses delivered to school food service personnel. Figure 6 illustrates the monthly circulation of library materials in the past three years.

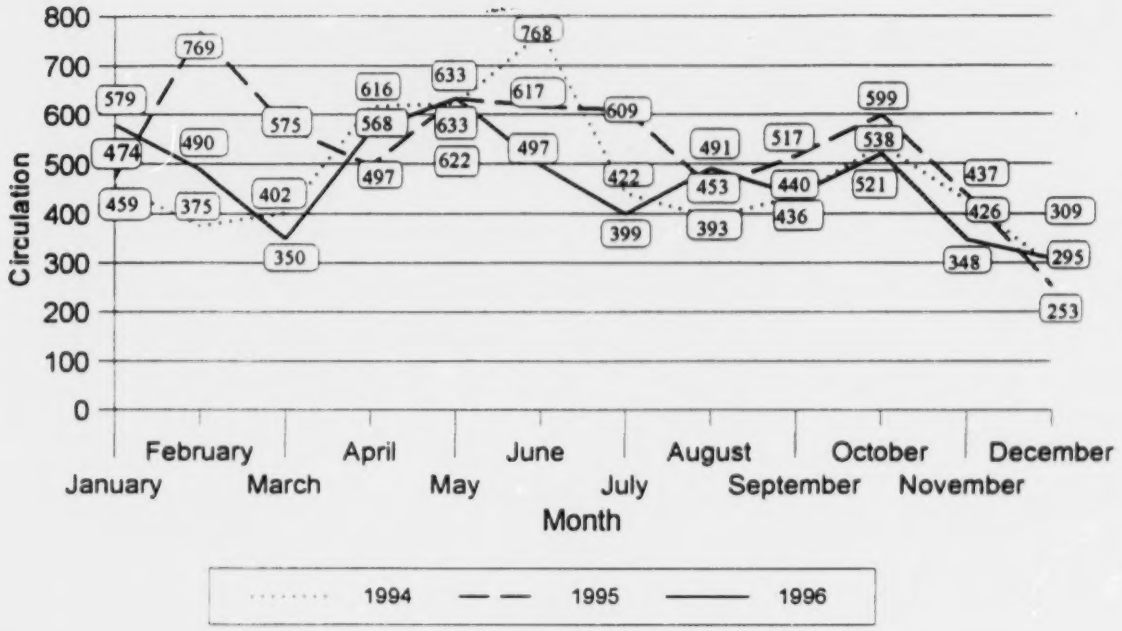


**Figure 6. Monthly Circulation of Library Materials in the Past Three Years**

It is apparent from Figure 6 that overall circulation of the library decreased in 1996 after being on the rise from one year to another. The total library circulation went from 5,781 in 1994 and 6,396 in 1995 to 5,625 in 1996. The library circulation in 1996 was 12.1% less than the circulation in 1995. This decrease is part of the decline in library services in general for reasons discussed earlier.

The busiest time for library circulation is during the months of February, May, June, and October. This time coincides with accelerated school activities and food service training. Circulation is relatively slow during the rest of the year, especially in December, which allows time for planning and development.

## Themes of Circulated Materials

Table 4 lists themes of circulated library materials in the order of their circulation in 1996.

**Table 4**

**Themes of Materials Circulated in FFY 1996**

| Theme | Frequency | Percent |
|---|---|---|
| Food Service Management | 936 | 38.6 |
| Physical Fitness/Sport | 440 | 18.2 |
| Child Care Health and Nutrition | 217 | 9.0 |
| General Cookery | 207 | 8.5 |
| General Nutrition | 201 | 8.3 |
| Secondary Health Education | 182 | 7.5 |
| Preschool/Elementary | 166 | 6.8 |
| Elderly Health Education | 52 | 2.1 |
| Children's Materials | 23 | .9 |
| TOTAL | 2,424* | 100.0 |

* **Note. Total number of completed feedback forms.**

As shown in Table 4, the main theme of the circulated library materials in 1996 was food service management/training, the theme of about 40% of the library items circulated in 1996 and the previous three years. The NET library served as the clearinghouse for in-service training courses provided by TEA and TSFSA to food service personnel.

As mentioned above, NET initiated a children's story time in 1994 to promote the use of children's books. This effort boosted the use of children's books from 3.7% of the circulation in 1993 to 8.0% in 1994. This effort faltered in 1995 and 1996 due to difficulties in arranging for children's transportation from child care facilities to the NET library.

## Types of Circulated Materials

Table 5 lists types of circulated materials in the order of their circulation in 1996.

**Table 5**

**Type of Library Materials Circulated in FFY 1996**

| Type Of Material | Frequency of Circulation | Percent |
|---|---|---|
| Videotape | 1,872 | 77.2% |
| Book | 313 | 12.9% |
| Children's Books | 116 | 4.8% |
| Curriculum | 70 | 2.9% |
| Teaching Aid | 20 | .8 |
| Slides | 12 | .5 |
| Film | 7 | .3 |
| Reference | 3 | .1 |
| Filmstrip | 2 | .1 |
| Total | 2,424 | 100.0% |

As Table 5 indicates, videotapes constituted the majority (77.2%) of the circulated materials in 1996. This same trend was dominant in previous years. Using the NET library as a clearinghouse for relatively expensive and rare audiovisual materials emphasizes the important role the NET library plays in the area of nutrition education and training. Book circulation improved from 5.9% in 1993 to 10.6% in 1994, 10.8% in 1995 and 12.9% in 1996, possibly due to expanding the library print collection and updating and distributing the print catalog and its supplements.

## Use of Circulated Materials

Figure 7 shows who viewed or read borrowed library items.

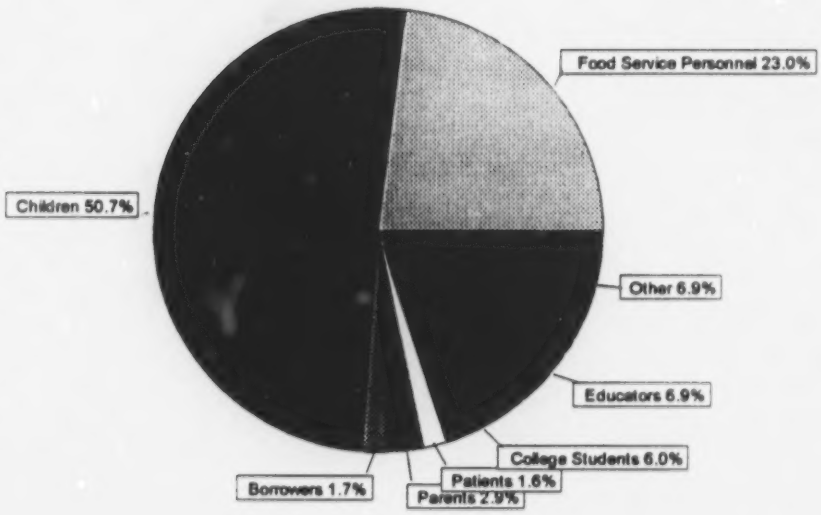


**Figure 7. Viewers/Readers of Circulated Library Materials**

The information in Figure 7 supports the assumption that borrowed library materials were used by the borrowers to educate/train other individuals. Children (50.7%) and food service personnel (23.7%) topped the list of those who viewed or read the borrowed materials. Using borrowed library materials in group settings considerably increases NET outreach and the cost benefits of NET library services. Other groups who benefitted from the NET library were educators, college students, and parents, in that order. Only 1.7% of the borrowers used the materials themselves.

## Functions of Library Borrowers

Figure 8 shows the main function of the library borrowers.

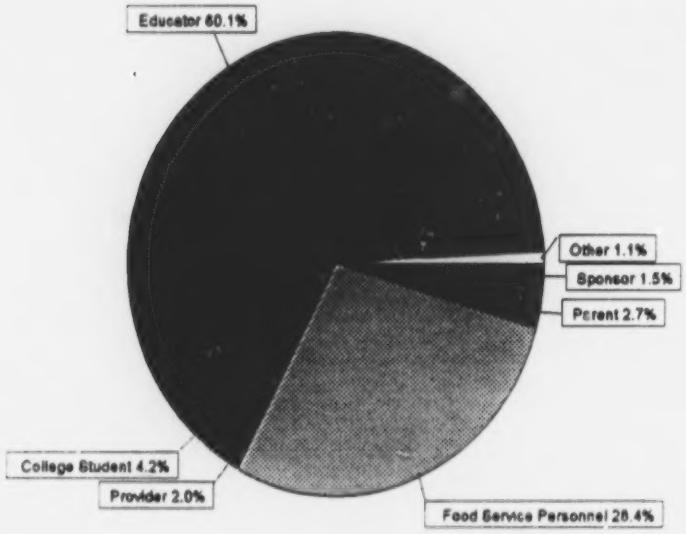


**Figure 8. Functions of Library Borrowers in FFY 1996**

Figure 8 indicates that the majority of library borrowers were educators (60.1%) and food service personnel (28.4%). Other borrowers were mainly college students, parents, providers and food program sponsors. Thus, it is plausible to assume that the NET library is used mostly by NET target populations.

## Work Facilities of Library Borrowers

Information on the work facilities of library borrowers is useful in planning library outreach. This information points to the facilities that have already been reached and need follow-up and updates, and the facilities that were not reached and may be unaware of library services related to their function. Figure 9 represents work facilities of the library borrowers in 1996.

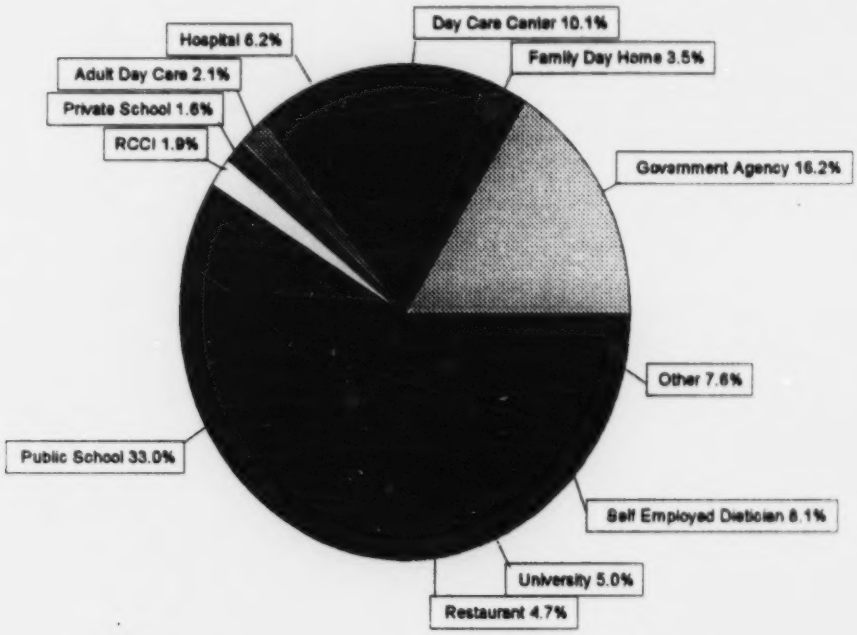


**Figure 9. Facilities of Library Borrowers in FFY 1996**

Figure 9 shows that the most frequent borrowers (36.5%) worked in public and private schools. The percentages of borrowers from both family day homes and day care centers (13.6%) rose from 10.6% in 1993,11.4% in 1994, and 11.6 in 1995, indicating increased efforts to reach these facilities and a need to continue these efforts. The rest of the circulated materials were used in other NET interventions and by government agencies, hospitals and clinics, dietitians, universities, restaurants and adult day care centers.

The 1996 goal for library participation was set at 3,180 individuals. There were 2,424 borrowers from the library. They consisted of 1,455 educators, 688 food service personnel, 66 parents, 48 family day home providers and 37 sponsors. Only 1,489 of the borrowers used the borrowed items themselves and the rest of them used the items to educate 44,006 children, 6,036 educators, 19,965 food service personnel and 2,573 parents. Thus the library outreach far exceeded the set goal.

## Evaluation of Borrowed Library Materials

The library feedback form included items that asked the library borrowers to rate the content of the materials they borrowed, the way the content was presented, and how useful the materials were to those who saw it. Figure 10 shows these ratings.

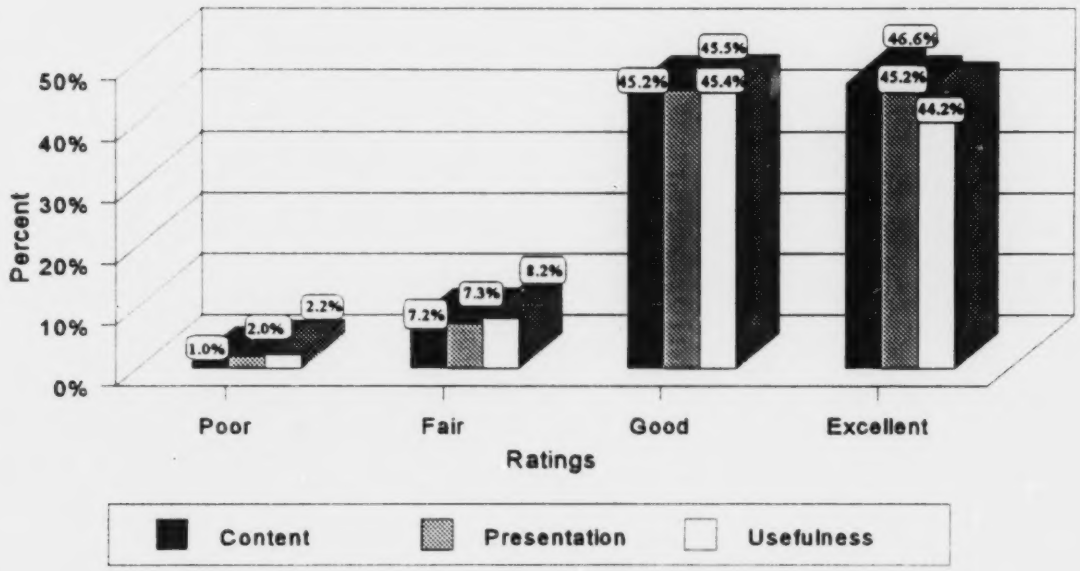


**Figure 10. Borrower Evaluation of Library Materials in 1996**

Figure 10 illustrates that between 44.2% and 46.6% of the circulated library collection was rated *Excellent* in content, presentation, and usefulness. Similarly, between 45.2% and 45.5% of the materials were rated *Good* in content, presentation, and usefulness. Less than 2.2% of the circulated materials were rated *Poor* in either content, presentation, or usefulness. The reason for these relatively high ratings may be due to the process followed in evaluating library acquisitions. NET contract trainers review each item and evaluate it before adding it to the collection, using an evaluation form that consists of both open ended and scaled items. Appendix A of this report contains a copy of the NET Library Material Evaluation Form. In addition, the entire collection is evaluated periodically and outdated items are purged. Thus, the quality of the borrowed items should encourage library borrowers to continue using the library, and the themes of the library collection seem to suit children and other target populations in schools and child care facilities.

## Sources of Information About the NET Library

As mentioned above under "Efforts to Promote the Library Outreach," the library audiovisual catalog was updated 1993, and the print materials catalog was updated in 1994. In 1996, 1,004 copies of the catalogs were distributed to schools and child care facilities. This was only 42.6% the number of catalogs distributed in 1995, and about half (51.9%) of the catalogs distributed in 1994. Library acquisitions (348) were 48.6% less than 1995 acquisitions. Figure 11 shows how library borrowers knew about the NET library and its services in the past three years.

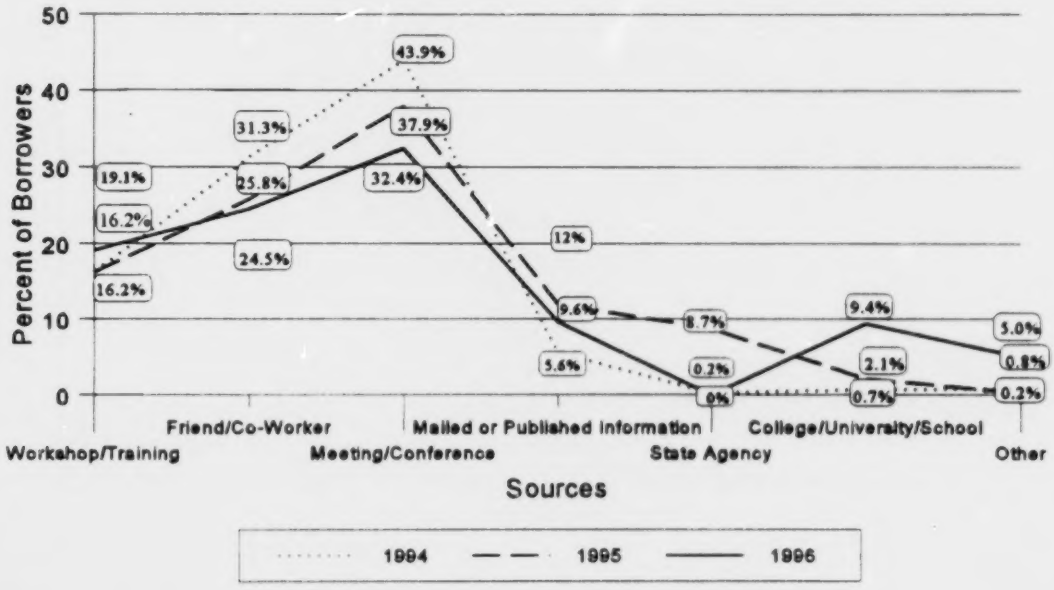


**Figure 11. Sources of Information About the NET Library in the Past Three Years**

It is apparent from Figure 11 that in the past three years professional meetings were the most frequent source of information about services of the NET library, followed by borrower's friend or co-worker, followed by information the borrowers received in workshops and other forms of training. In 1996 the number of library borrowers who knew about the library from college/university announcements increased substantially.

To continue to enhance library outreach to target groups in schools and child care facilities, NET should continue to publicize its library services in professional meetings, and by mailing catalogs and bibliographies to these facilities. Presentations on library services and reviews of new or basic library items that are available for specific groups or organizations, especially to day care centers and family day homes, should continue as avenues to extend the library services to these groups.

## The Effect of Coordination With TSFSA On Library Circulation

Early in 1990 NET and TSFSA agreed to use the NET library as a major clearinghouse for all training certification courses delivered statewide to members of TSFSA during the months of July and August. The NET library, in return, received a stipend to purchase new videotapes and add them to its collection. This coordination of efforts resulted in an increase in NET library circulation of food management/training materials since 1990.

As a result of the successful coordination between NET and TSFSA, a similar agreement occurred between these two agencies in FFY 1996. The NET library provided TSFSA with a list of materials on food management/training and helped clarify the content and use of these materials by providing appropriate annotations. TSFSA reviewed these materials and identified the items that would be useful in their summer certification training. TSFSA also provided the NET library with a list of additional materials to be purchased with library funds, to support the TSFSA training.

The total number of feedback forms returned by users of the NET lending library in FFY 1996 was 2,424, 9.8% of these forms were on items used in food service training compared to 20.8% in 1995 and 17% of these forms in 1994. As mentioned above, revision of training courses delivered by TSFSA reduced the number of library items used in the training.

## Development and Distribution of Instructional Materials

### Introduction

As a relatively small program, NET relies heavily on ready-made instructional materials in nutrition education and food service management. However, NET's efforts in education and training are not limited to information dissemination. Curricula for 27 workshops were developed and revised regularly during the past 10 years to meet the recent advances in knowledge and methods of instruction, and to increase content congruence with Federal and State policies and regulations.

In addition to workshop curricula, regular evaluations of NET activities pointed to needs to develop certain instructional materials such as recipes, cycle menus, brochures, and handouts. Some of these materials were translated into Spanish to meet the needs of the large Hispanic population in Texas. Coordination with other nutrition and public health programs also resulted in identifying needed instructional materials.

Generally, when ready-made instructional materials were not available to realize NET's goals and objectives, the NET staff developed needed instructional materials or revised and adapted them from available resources. NET's contract trainers sometimes participated in the development process When development efforts required skills, equipment, and/or time beyond staff boundaries, NET contracted with other public or private institutions for development of the desired material.

### Material Development

#### Workshops

In 1996 Workshop development efforts were directed mainly to the LOT coalition training project that started in 1995. The coalition consisted of NET programs in the three states and the CNP at TEA. The goal of the coalition was to provide training on the USDA's Healthy School Meals Initiative. NET participated in developing a train the trainer workshop and a regional workshop.

**Healthy School Meals Train the Trainer Workshop**

The purpose of the workshop is to provide information on the LOT coalition training, introduce the USDA Healthy School Meals Training curricula to be used in subsequent statewide training, provide hands on experience and tips on using the USDA approved nutrient analysis software packages, and provide professional culinary skills training on food preparation techniques that meet requirements of the USDA's Healthy School Meals Initiative. The workshop targets school food service directors and managers. It lasts one and a half days. Its main topics include (a) an overview of nutrient analysis and review of software packages available for the analysis, (b) hands on testing of the software, (c) DGA as applied to children, (d) marketing healthy school meals, and (e) standardized recipes and preparation techniques.

**Healthy School Meals Regional Workshop**

The purpose of the workshop is to provide knowledge and skills necessary to implement the revised NSLP/SBP regulations. The workshop lasts two days. It targets school food service personnel of all levels. The topics of the workshop are the same topics included in the USDA training manual developed for the Healthy School Meals Initiative. These topics are : (a) program requirements for the three menu options available to schools, (b) DGA as applied to children, (c) standardized recipes and preparation techniques, (d) food procurement, (e) ABC's of menu planning, (f) nutrient databases and software for child nutrition programs,(g) nutrient analysis, and (h) marketing healthy school meals.

**Menu Planning - Part II**

This workshop is a new version of a NET workshop developed in the eighties titled: *Advanced Menu Planning*. The purpose of the workshop is to develop advanced menu planning skills in the areas of cultural awareness and recipe modifications to meet the U.S. DGA. The workshop lasts 5 hours and targets food service personnel in schools and child care facilities. The main topics of the workshop are: (a) requirements of menu planning and the Food Guide Pyramid, (b) planning menus that are sensitive to the various cultural backgrounds of children, (c) how to revise recipes to adhere to the DGA, and (d) developing a three-week cycle menu. The workshop was developed in 1995 and piloted in 1996. Minor revisions were made based on the results of the pilot.

**Kitchen Math**

This workshop is a new version of a workshop developed in the eighties titled: *Kitchen Math and Food Purchasing*. The purpose of the workshop is to provide information about the basic math skills so that the correct amounts of food are purchased for the number of children and adults participating in the CACFP. The workshop lasts 6 hours. It targets contractors and food program monitors of schools and child care facilities. The main topics of the workshop are the basic math skills namely fractions, decimals, addition, subtraction, multiplication and division, and how to use these skills to purchase the amount of food needed to meet program requirements. Like Menu Planning Part II, this workshop was developed in 1995 and revised in 1996.

**Instructional/Promotional Materials**

A Healthy School Meals satellite seminar was developed in a joint effort with Louisiana and Oklahoma NET programs and TEA. The seminar was developed as part of the LOT training project. The purpose of the seminar was to increase knowledge of the revised NSLP/SBP meal pattern regulations, review the three nutrient analysis software programs approved by USDA, and observe food preparation and recipe modification techniques to meet the DGA. The seminar lasts two hours. It targets school food authorities in Louisiana, Oklahoma and Texas. The main topics of the seminar are: (a) the menu options available to schools, namely the Nutrient Standard Menu Planning (NuMenus), the Assisted Nutrient Standard Menu Planning (Assisted NuMenus) and Food Based Menu Planning, (b) nutrient analysis of meals, (c) USDA approved nutrient analysis software packages, (d) cooking techniques for meeting the DGA, and (e) implementation and compliance with the revised regulations. The seminar was videotaped and is available through the NET library.

Three brochures were developed to promote NET workshops and presentations, NET library and NET services in general. The brochures on the library and NET services were translated into Spanish. A brochure titled: "Water Drink it Up" was developed to explain the importance of water for the human body and how much water we need.

Two fliers were developed on Healthy School Meals and the DGA. One of the fliers was titled: "What's new with the Dietary Guidelines for Americans". It explained the differences between the 4th edition of the DGA that was published in 1995 and previous guidelines. The flier was distributed at the annual meeting of the Texas Dietetic Association and was used in training food service personnel on the revised NSLP and SBP regulations. The second flier was titled : "Helpful Food Service Resources." It provided

information on local, state, and national resources to support the revised NSLP and SBP regulations and ideas on how to use these resources effectively. The flier was distributed at the annual meeting of the TSFSA and was used in the Healthy School Meals training conducted by NET and TEA. Packets of promotional ideas and a NET funded poster were created to promote Texas School Breakfast Week (November 4-8) and Texas School Lunch Week (March 3-7).

To provide a source of immediate response to public needs, the NET Nutrition Hotline was initiated in 1992 and upgraded in 1993. Staff were able to transfer incoming calls to any SNP staff member if the caller requests information that is better provided by that staff member. In 1994 and 1995 two additional lines were added, one for workshop contract trainers to reach the Workshop Coordinator directly, and the other for workshop participants to get a list of weekly scheduled workshops and their locations. An apple shaped magnet inscribed with the NET hotline number was developed to promote the hotline. In 1996 NET received 3,001 calls, an average of 250 per month. The duration of the calls ranged between 2:36 and 3:29 minutes. Callers requested information on nutrition, NET workshops, NET services and the CACFP. They asked for materials to use for education and training and NET library catalogs and materials.

## Material Distribution

Each workshop participant received a material package that included the workshop workbook and the handouts that were used during the workshop. In addition, NET produced copies of instructional materials that were developed by NET or other sources and distributed these materials, upon request, to NET target populations and other individuals, groups, or organizations interested in nutrition and nutrition education. Table 6 lists the instructional/promotional materials NET distributed in 1996.

## Table 6

## Instructional/Promotional Materials Distributed During FFY 1996

| Materials | Producer | Number |
|---|---|---|
| Brochures | | |
| Calcium | TX NET | 3,858 |
| Snack Smart | TX NET | 3,688 |
| 10 Tips to Healthy Eating for Kids | ADA | 2,542 |
| NET | USDA | 2,470 |
| Texas NET Library | TX NET | 2,316 |
| Sports Sense | Rice Council of America | 1,093 |
| Dietary Guidelines for Americans | USDA | 966 |
| Texas NET Workshops | TX NET | 991 |
| Water | TX NET | 926 |
| Connections | USDA | 281 |
| Food Guide Pyramid | TX NET | 241 |
| Diet and Dental Health | American Dental Association | 103 |
| Keep Your Food Safe | USDA | 87 |
| Project 2001 | TX NET | 59 |
| Dietary Guidelines for Infants | Gerber Products | 49 |
| Padres Project | USDA | 15 |
| Project 2001/HS | NET/AHA | 15 |
| NET Library (Spanish) | TX NET | 14 |
| Feeding Kids Right | ADA | 7 |
| Growing Up Healthy | ADA | 7 |
| Right From the Start | ADA | 7 |
| What's to Eat | ADA | 7 |
| ABC's of Children's Nutrition | ADA | 4 |
| Total Brochures | | 19,746 |
| Catalogs & Bibliographies | | |
| Audiovisual Catalog | TX NET | 707 |
| Print Catalog | TX NET | 701 |
| Catalog Supplement | TX NET | 576 |
| NET Library Materials in Spanish | TX NET | 44 |
| Total Catalogs | | 2,028 |

**Table 6 continued**

| Materials | Producer | Number |
|---|---|---|
| Guides | | |
| More Than Graham Crackers | National Association for the Education of Young Children | 351 |
| Food Early Choices( Spanish) | National Dairy Council | 293 |
| The Athlete's Kitchen | Bantam Press | 100 |
| Feeding Infants - A Guide for Use in the CCFE | USDA | 34 |
| ESR PK-12 | TEA | 9 |
| Planning Guide for Food Service in Child Care Centers | FNS | 9 |
| Food Early Choices | National Dairy Council | 5 |
| Very Hungry Caterpillar | Philomel Books | 4 |
| Total Curriculum Guides | | 805 |
| Handouts | | |
| Daily Food Guide Pyramid | TX NET | 3,098 |
| Building for the Future | USDA | 2,706 |
| Making Healthy Food Choices | USDA/USDHHS | 2,236 |
| Better Breakfast, Better Learning | California Dept. of Education | 709 |
| 800 Number Apple Magnets/Cards | TX NET | 676 |
| Ethnic Recipes for CCC's and FDH's | TX NET | 510 |
| Pens | TX NET | 458 |
| Food Service Resources | TX NET | 447 |
| Fortune Cookies | TX NET | 375 |
| Cherry Recipes | Cherry Marketing | 370 |
| Healthy School Meals Flyer | USDA | 356 |
| Breakfast & Snack Basics | TX NET | 353 |
| Net Rolodex Card | TX NET | 301 |
| Head Start Calendar | USDHHS | 254 |
| Fat Calculators | TX NET | 247 |
| Temperature Charts | National Restaurant Association | 150 |
| Head Start Lesson Plans | TX NET | 119 |
| Nutrition for Life | Lutheran Hospital | 100 |
| Cycle Menus for Centers & Day Homes | TX NET | 99 |
| Food Buying Guide for Child Nutrition | FNS | 79 |
| Enrollment Forms | USDA | 76 |
| Head Start Survey | TX NET | 75 |
| Quantity Recipes for Child Care Centers | TX NET | 69 |
| Making Bag Lunches, Snacks and Desserts | FNS | 55 |
| Preparing Foods and Planning Menus | FNS | 52 |
| Team Nutrition Magnet | USDA | 50 |
| Head Start Flyer | TX NET | 44 |
| Shopping for Food and Making Meals in Minutes | FNS | 41 |
| ESR IV | TEA | 39 |
| Cherry Fact Sheets | Cherry Marketing | 31 |
| Quantity Recipe for School Food Service | USDA | 16 |
| Snacks That Count | TX NET | 6 |
| Bounce Along With Big Bird | Golden Press | 5 |
| Economy in the Kitchen | TDHS | 4 |
| Child Nutrition Labeling Program: An Overview | USDA | 2 |
| Total Handouts | | 14,208 |

**Table 6 continued**

| Materials | Producer | Number |
|---|---|---|
| Information Packets | | |
| 5 A Day | TX NET/TEA | 119 |
| Team Nutrition | USDA | 15 |
| Total Information Packets | | 134 |
| Outreach Letters/Packets | | |
| TEA Food Service Directors | TX NET | 1,051 |
| TSFSA members | TX NET | 307 |
| SNP Private School Food Service | TX NET | 215 |
| Total Outreach Letters Packets | | 1,573 |
| Posters | | |
| NET | USDA | 448 |
| Food Guide Pyramid | USDA | 365 |
| Blast Off | TEA | 265 |
| Troy Aikman Knows School Lunch | USDA/NSLP | 251 |
| Totally Fabuloso | TX NET | 185 |
| Cherry | Cherry Marketing | 18 |
| AG Poster | Texas Dept. of Agriculture | 14 |
| Dietary Guidelines for Americans | USDA | 11 |
| 5-A-Day | USDA | 4 |
| Total Posters | | 1,561 |
| Videos | | |
| Child Care | TX NET | 110 |
| Healthy School Meals Satellite Seminar | LOT Training Project | 45 |
| Good Nutrition Promotes Health | USHHS | 8 |
| Hey, What's Cookin'? Recipes for a School FS Revolution | TX NET | 3 |
| Feeding Children Well | TX NET | 1 |
| Total Videos | | 167 |
| Workshop Packets | | |
| Kitchen Math | TX NET | 704 |
| Guidelines for Selecting Creditable Foods And Beverages | TX NET | 550 |
| Sanitation and Health | TX NET | 500 |
| Menu Planning Part I | TX NET | 278 |

**Table 6 continued**

| Materials | Producer | Number |
|---|---|---|
| Menu Planning Part II | TX NET | 263 |
| Puppets Use Forks,Too | TX NET | 209 |
| Planning Nutritious Snacks | TX NET | 177 |
| Project 2001/Health Star | TX NET | 141 |
| Nutrition and the Preschool Child | TX NET | 104 |
| Off to a Good Start for Family Day Homes | TX NET | 59 |
| Total Workshop Packets | | 2,985 |
| Grand Total | | 43,207 |

Table 6 indicates that NET distributed 99 different instructional/promotional materials compared to 62 in 1995. A variety of the distributed materials (videotapes, audiotapes, brochures, handouts) were designed to directly instruct children in nutrition and good eating habits. In addition, recipe cards, menus, and food regulations were distributed to help food service personnel plan nutritious meals. Several brochures and information packets were developed and distributed to promote the NET program and its services. Catalogs and bibliographies were distributed to promote the NET library collection.

As mentioned above, each workshop participant received a material packet that included the workshop workbook and handouts used during the workshop. Thus, 2,985 workshop packets were distributed to workshop participants. Outreach letters were mailed to administrators of schools, child care facilities, food service managers, and food program contractors to inform them of the NET program and its services. Bibliographies of sample library materials and workshop and presentation synopses were attached to the letters.

In 1996 NET distributed 43,207 materials, an 18.1% decrease from the 52,782 distributed in 1995. This decrease reflects the general decline in NET services as a result of the decrease in staffing and budget restrictions.

## Presentations, Exhibits, and Publications

### Introduction

Presentations, exhibits, and publications are developed and delivered by the NET staff and contract trainers and are used to: (a) publicize the program and its services, (b) increase participation of the target populations, and (c) promote exchange of ideas and information with concerned professionals.

Starting in 1992 an increasing number of presentations and exhibits were sponsored by NET and delivered by the contract trainers in their respective locations. NET enlisted the contract trainers in these efforts to save on travel money while accelerating the number of presentations and exhibits delivered throughout Texas. Standard exhibits and presentations are being developed to provide contract trainers with the necessary information and materials. In 1995 five exhibits were developed by DHS Media Services to promote NET workshops, the NET library, Project 2001, Padres Hispanos en Accion and NET in general.

A standard form was used to collect data on participants in presentations delivered to adult audiences. Two items on the form were designed to find out if the purpose of a presentation was clear to the participants and if the content was relevant. Another form was used to collect data on children participating in classroom presentations. Copies of these two forms are included in Appendix A.

## Presentations

Table 7 lists titles of presentations that were given by NET staff in conferences, their locations, dates, and the groups that attended these presentations.

**Table 7**

**NET Conference/Meeting Presentations During FFY 1996**

| Presentation | Conference/Meeting | Duration | Location | Date | Audience |
|---|---|---|---|---|---|
| Assessing Management Knowledge of Texas School Food Service Managers | Annual Meeting of The American Dietetic Association | 30 minutes | Chicago, Illinois | October 31, 1995 | Dieticians, SFS Managers and Directors |
| Feeding Children Well | Texas Licensed Child Care Association (TLCCA) | | San Antonio, Texas | November 4,1995 | Day Care Sponsors and Providers |
| NET Update | Meeting of TDH Public Health Nutritionists | | Austin, Texas | November 17, 1995 | Public Health Nutrition Staff and Nutritionists |
| Nutrition Education Needs of Adolescents: "Food for Action" for Home Economics Teachers | Annual Meeting of The American Vocational Association | 30 minutes | Denver, Colorado | December 25, 1995 | University Professors, Vocational Educators and Nutritionists |
| Needs Assessments As Basis for Equitable Distribution of NET Services | National Association of Welfare Research and Statistics | 2 hours Poster Session | San Francisco, California | July 9, 1996 | Evaluators, University Professors and Program Managers |
| NET Library Resources | Regional 4-H Foods Nutrition Training - TX AG. Extension Service | 30 minutes | Georgetown, Texas | July 27, 1996 | Educators, County Agents, Food Service Staff, 4H Leaders |

Data in Table 7 indicate that a total of 6 presentations were given to different target populations and professional groups compared to 12 in 1995. Presentation topics included the NET program, nutrition, and program evaluation. Three of these presentations were given at national conferences compared to 5 in 1995.

In 1996 NET contract trainers delivered 5 different presentations that they modified from NET workshops or developed anew. The number of presentations in 1996 was 9 compared to 6 in 1995. Table 8 lists these presentations and the number and percent of participants.

**Table 8**

**Number and Percent of Participants in Presentations Delivered by NET Contract Trainers**

| Presentation | Number of Times Conducted | Number of Participants | Percent of Participants |
|---|---|---|---|
| Project 2001/ Health Star | 1 | 50 | 32.9% |
| Where is The Fat | 4 | 49 | 32.2% |
| Food Guide Pyramid | 2 | 25 | 16.5% |
| Getting To Know Your Heart | 1 | 16 | 10.5% |
| Childhood Obesity | 1 | 12 | 7.9% |
| Total | 9 | 152 | 100 |

Table 8 indicates that the Project 2001 / Health Star presentation was attended by about one third of the participants (32.9%), followed by *Where is The Fat* Presentation (32.2%). *The Project 2001/Health Star* presentation was developed by the Texas Affiliate of the AHA in collaboration with the Southwest Region of the USDA Food and Nutrition Service. The presentation incorporated the AHA's Health Star : Guidelines for Healthy School Meal Planning, and the Southwest Region's Project 2001: Nutrition for a New Century. *Where is the Fat?* is one of two presentations that was developed in 1996 based on the results of the NET comprehensive needs assessment. The other presentation is *Childhood Obesity*. The results of the needs assessment indicated that over 25% of Texas school children were obese and that school children needed to know what foods contain

less fat. The presentation topics revolved around the DGA and healthy food choices. The number of participants in each presentation ranged from 12 to 50.

When the presentation participants were asked about the number of children they reached, a total of 28,100 children was mentioned, about twice the number of children reached in 1995 reflecting the increase in the number of presentations. Most of these children (88.1 %) were reached by food service personnel and 10.1% were reached by educators.

**Table 9**

**Function and Facility of Adults Participating in Presentations**

| Facility | Function | | | | Total |
|---|---|---|---|---|---|
| | Educator | Food Service Personnel | Parent | Other | |
| Public School | | 50 | | | 50<br>32.9% |
| Private School | 12 | | | | 12<br>7.9% |
| Child Care Center | 45 | 6 | 16 | | 67<br>44.1% |
| RCCI | | 11 | | | 11<br>7.2% |
| Adult Day Care | 6 | 1 | | 5 | 12<br>7.9% |
| Total | 63<br>41.1% | 68<br>44.7% | 16<br>10.5% | 5<br>3.3% | 152<br>100% |

Table 9 Shows that NET presentations were attended mostly by food service personnel (44.7%) and educators (41.1%). School food service personnel and child care center educators were the largest participating groups. The total number of participants (152) was slightly more than their number in 1995 (147), even though the number of presentations

was one and a half times more. This indicates that fewer number of participants attended the individual presentations. Participants indicated that they reached 28,100 children.

The presentation evaluation form included items asking the participants to rate the clarity of the purpose of the presentation and the presentation relevance to their jobs. About 46.9% of the participants completed this form. All the respondents thought that the purpose of the presentation they attended was clear and 97.1% thought that the presentation was relevant or somewhat relevant to the tasks they performed.

In addition to presentations delivered to adult audiences, the NET staff and contract trainers gave 14 classroom presentations, a 63.6% decrease from 1995. A similar decrease in the number of presentations (62.7%) occurred in 1995. Ten of these presentations were given to public school children. Presentation topics included information on the Food Guide Pyramid, health, and physical fitness. The total number of children participating in the presentations was 1,346, a 22.3% increase over 1995. This indicates an increase in the number of children attending the individual presentations compared to their number in 1995.

## Exhibits

Table 10 includes a list of exhibits and fairs that NET held during FFY 1996.

**Table 10**

**NET Exhibits and Fairs During FFY 1996**

| Exhibit/Fair | Theme | Date |
|---|---|---|
| Texas PTA Conference | Texas NET | November 9-11, 1995 |
| Texas Association for Health, Physical Education, Recreation and Dance (TAHPERD) | Texas NET | Nov.29-Dec.1, 1995 |
| Third Annual Parenting Conference | NET Library | March 2,1996 |
| Texas Dietetic Association. | TX NET | April 18 -19, 1996 |
| Texas All-Well Conference | NET Library | June 3, 1996 |
| Texas School Food Service Association (TSFSA) | NET Library Resources/Team Nutrition Materials | June 17 - 19, 1996 |
| Child Youth and Families Institute Texas Agriculture Extension Svc. | NET Library Resources | September 24 - 26,1996 |

Table 10 indicates that NET participated in 7 statewide exhibits and fairs, the same as in 1995 and 1994. In 1991 the Texas State Plan set the goal for the number of exhibits and fairs to be held by NET at five. The updated 1996 NET State Plan did not change this number. Thus, NET exceeded the set goal.

## Publications

Table 11 includes a list of NET's publications and news releases in FFY 1996.

**Table 11**

**NET Publications and News Releases During 1996**

| Title | Publications | Date |
|---|---|---|
| A Delicious Adventure: Teaching Your Child About Nutrition Can Be Fun | Parenting in the '90s Vol 4, No. 12 | March ,1996 |
| Curriculum Materials | Holy Family Home schoolers Newsletter | May - June ,1996 |
| A Delicious Adventure | San Angelo Family Vol 2, No. 3 | July ,1996 |
| NET Resources | The Austin Parent Groups Directory, Connections Resource Center | August ,1996 |
| Packing a Healthy Lunch | San Angelo Family Vol 2, No.4 | August ,1996 |
| Eat Breakfast for Success | The Amarillo Parent | September ,1996 |
| Final Evaluation Report of Texas Nutrition Education and Training Program for Federal Fiscal Year 1996 | Eric Clearinghouse on Teaching and Teacher Education | September, 1996 |

Data in Table 11 reveals that 7 articles, news releases and reports were published on NET in 1996 compared to 6 in 1995 and 8 in 1994. Four publications were on healthy food choices, 2 were on the NET library and one on the NET evaluation.

In addition, NET develops and distributes among NET and SNP Staff, *Nutrition on the NET*, a monthly newsletter that started in May 1996. The newsletter includes short articles and news on nutrition and health that are posted on the Internet.

## Coordination With Related Publicly Supported Programs

### Introduction

Coordinating efforts of the NET program with those of other publicly supported programs with similar functions is based on NET program regulations and is a program goal. This coordination is expected to promote outreach of the NET program and to reduce duplication of efforts and resources.

Coordination efforts take different forms. NET continues to attend and present program outcomes at state and national professional meetings. This interaction allows communication and exchange of information on NET's planned activities and possible avenues of cooperation with other programs. Another direct approach to coordination is submitting proposals for cooperative efforts and offering consultations that are in the realm of NET's expertise. Presentations, exhibits, and publications publicize NET's activities and expertise and open doors for cooperation and coordination.

### Coordination Efforts

#### Southwest Region Food and Consumer Service

NET supported efforts of the Southwest Region Food and Consumer Service on the TNT project. TNT is a USDA School Meals Initiative to shape the nutrition behavior of the nation's school children and to train school food service personnel to provide meals consistent with the DGA. This year NET continued to share TNT materials with schools and residential child care institutions (RCCIs) as they were received from USDA.

#### Louisiana, Oklahoma, and Texas (LOT) Coalition:

As mentioned above, NET participated in the LOT training project that was proposed and implemented as a result of a coalition between Louisiana, Oklahoma and Texas. One of the objectives of the project was to determine through a training needs assessment, the curriculum needs of school food authorities to implement the revised NSLP and SBP meal pattern regulations. The Texas NET Program Evaluator developed an instrument to assess

the training needs of school food authorities and developed a needs assessment report. Based upon the needs assessment results, a common set of curricula for training school food service personnel was developed so that training could be provided to schools and RCCIs. The LOT project activities included development and presentation of a two hour satellite seminar which aired nationwide, a Train the Trainer workshop that was delivered three times in Texas and a regional workshop that was conducted for school food service personnel throughout Texas. A separate report on the project will be submitted to the USDA.

**Texas Interagency Council on Nutrition (ICON)**

ICON, formerly the Nutrition Resource Council, was established as a major statewide cooperative linkage between food and nutrition policy stakeholders as a result of NET's efforts in 1990. The ICON members meet quarterly. The NET Coordinator chaired the Council in 1992 and 1993 and worked with other ICON members to develop a Memorandum of Understanding between the agencies represented by ICON. The Memorandum was issued and implemented in 1993. NET also printed 300 copies of *A Guide to State Agency Nutrition Programs* developed by the Council.

In 1996 NET continued to participate in ICON's quarterly meetings. The NET Coordinator continued to chair the Food Distribution subcommittee and served as a member of the Goals and Objectives subcommittee. NET also shared the results of the comprehensive assessment of the nutrition and nutrition education needs of Texas child care populations that NET conducted as part of the evaluation and needs assessment efforts in 1995 with ICON members.

**Texas Affiliate of The American Heart Association (AHA)**

In 1992 NET expertise was sought by the Texas affiliate of the AHA school site subcommittee. The subcommittee was tasked to review and make recommendations regarding the *Getting to Know Your Heart* curriculum designed for elementary school students in grades 1-3. The AHA donated copies of their curriculum and training packages to the NET library. NET purchased additional copies for the contract trainers to be used in NET workshops. The trainers were trained on the curriculum as a step toward offering statewide presentations on using the curriculum. In 1993 NET scheduled and delivered six of these presentations statewide. NET also continued to serve on the Schoolsite

Subcommittee and to include materials developed by the AHA in the NET library collection.

**Texas Affiliate of The American Cancer Society (ACS)**

NET continued to serve as an active member of the ACS nutrition task force subcommittee. NET also continued to include ACS training materials in the NET library collection.

**Texas School Food Service Association (TSFSA)**

Early in 1990, coordination with TSFSA designated the NET library collection as a major clearinghouse for all certification courses delivered to members of this association. This coordination was renewed in 1991, and NET agreed to purchase audiovisual materials to support the certification training statewide. Coordination efforts continued through 1996. NET paid for printing posters designed by TSFSA to promote Texas School Lunch Week and the NET library continued to serve as the clearinghouse for all TSFSA training materials. Also, NET participated as an exhibitor in the 1996 annual TSFSA meeting. TSFSA qualified four NET workshops: *Menu Planning I*, *Menu Planning II*, *Kitchen Math*, and *Sanitation and Health* for recertification credits.

**Texas Education Agency (TEA)**

In 1992 NET and TEA coordinated their activities in a breakfast promotion campaign. NET developed two PSAs, one targeting elementary school students and another targeting teenagers. A poster, two costumes, and two menu-backs were developed to support the PSAs. As part of this campaign, NET produced the *Breakfast Jingle* audiotape and a *Breakfast Advantage* videotape in cooperation with TEA and the Associated Milk Producers, Inc.

In 1993 NET and TEA coordinated their efforts during the National School Breakfast/Lunch Week, Texas School Lunch Week, and Texas School Breakfast Week. NET also disseminated about 750,000 breakfast bags developed by TEA to promote school breakfast during Texas School Breakfast Week.

In 1994 NET developed the *"Closing the Performance Gap with School Breakfast"* video to continue efforts to promote breakfast. NET contract trainers presented the ESR IV curriculum developed by TEA to teachers and children in grades K-12.

In 1995 collaboration with TEA expanded to the production and presentation of T-Star Network training for National Nutrition Month and Texas School Breakfast and Lunch Week. The training was designed to promote USDA's TNT project to food service personnel, health specialists and health and science teachers. NET also joined efforts with TEA and the Texas Department of Agriculture in preparing promotional materials and activities for Texas 5 a Day Week. In addition NET shared efforts and ideas with TEA on the Managing the Media Conference held in Dallas/Fort Worth during the summer of 1995.

In 1996 NET and TEA coordinated efforts in planning activities for Texas School Lunch Week and Texas School Breakfast Week. As discussed previously, coordination efforts with TEA also involved implementing activities of the LOT training project.

**Texas Department of Agriculture (TDA)**

In 1991 NET awarded a grant to the TDA to develop materials that promote Texas agricultural products to children in grades K-3. The grant funded production of educational materials to support Project TEACH (Texas Education and Agriculture Cooperating for Health). This cooperation continued in 1992 as NET provided expertise in developing additional materials. In 1996 NET continued to promote this project by presenting Project Teach lessons to teachers and children in grades 1-3. A list of library resources available from the NET library was shared with the TDA nutritionist.

**The University of Texas at Austin**

In 1996, as in the three previous years, NET provided work experience for two dietetic interns from The University of Texas at Austin. The internship is in partial fulfillment of the requirements of the Coordinated Undergraduate Program of the Department of Human Ecology. The purpose of the internship is to familiarize the students with clinical, public health, nutrition, and nutrition education programs. Each intern spent one day a week for five weeks in the NET program. They delivered presentations to NET target audiences and participated in material development and evaluation.

**The State Agency Libraries of Texas**

The NET Librarian continued to serve as an active participant in SALT during FFY 1996. She attended monthly meetings and served as a member of the nominating committee.

**Texas Head Start Centers**

Collaboration with Head Start Centers was initiated by the USDA Food and Consumer Services and the National Head Start Bureau. A Head Start nutrition education project titled *Padres Hispanos En Accion (PHA)* was developed for parents of Hispanic children and announced at the 1993 national NET program meeting in Baltimore. The 20 states with the highest enrollment of Hispanic children in Head Starts were invited to participate in the project. The project involves dissemination of instructional materials and training of parents by Hispanic trainers using the culturally specific Spanish language materials developed for use with parents of Mexican American, Puerto Rican or Central American heritage.

In 1994 the NET Coordinator and NET Project Coordinator attended a national training workshop to learn about the materials and develop strategies for providing training and technical assistance to Head Start grantees using the PHA materials.

In 1995 NET hired two Hispanic trainers and developed an instrument to evaluate the training outreach and effectiveness. NET started to provide training to 92 Head Start Centers in Texas.

In 1996 one of the Hispanic trainers resigned her position. The other trainer continued to provide training to eligible Head Start Centers. Workshops were conducted in 1996 throughout the state. The workshops have been very well received by Texas Head Start Centers. The project will be evaluated in 1997.

**Texas Parent Teacher Associations (PTAs)**

Yearly evaluation of NET activities revealed that few parents were reached through NET's direct interventions in FFY 1994 and in previous years. It was recommended that NET continue efforts to reach parents in PTA meetings and through their children in schools and child care facilities. In 1995 NET developed a Request for Proposal to promote the Food Guide Pyramid and the DGA to parents of school children. NET mailed about 3,000

announcements of the RFP to PTAs throughout Texas. Nine mini-grants were awarded to different ISD's PTAs and were implemented in 1996.

**Special Nutrition Programs of the Texas Department of Human Services**

NET continued to coordinate with Special Nutrition Programs policy staff in writing policy alerts and notices for SNP contractors. NET staff also coordinated with Policy and Training staff in planning for Healthy School Meals workshops and in developing the Request for Proposal (RFP) for contract dietitians to assist schools in implementing the new NSLP/SBP menu planning regulations. The NET Coordinator continued to participate in monthly meetings with the Area Program Managers. NET staff also gave a presentation at the semi-annual SNP staff meeting.

## Summary

Figure 12 summarizes the various target groups participating in the NET program as a result of NET's outreach efforts in FFY 1996.

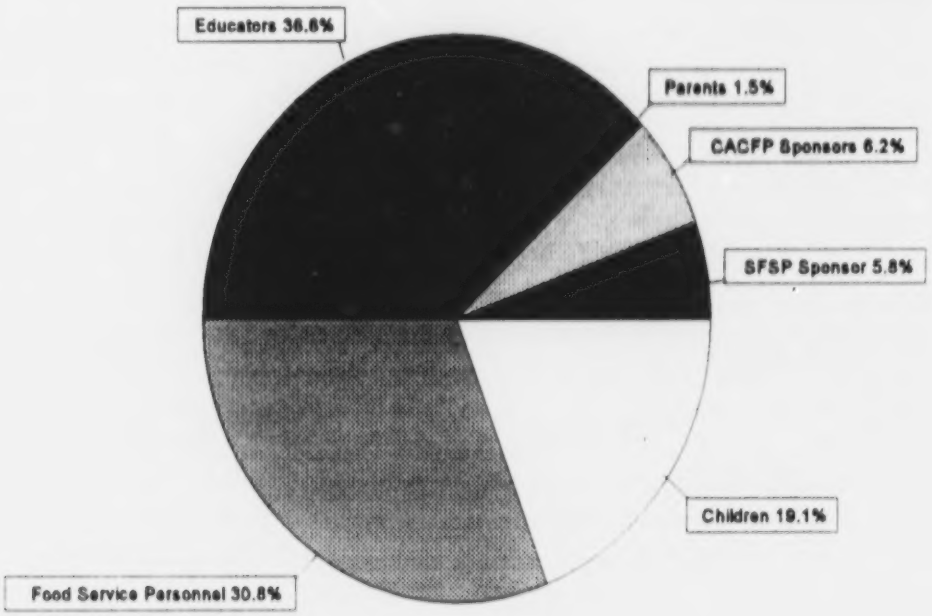


**Figure 12 Target Groups Participating in NET Interventions**

It may be noted that the number of children cited in Figure 12 represents children reached directly through classroom presentations. In 1996, 1,318,725 children were reached indirectly by adults participating in NET workshops and/or other education and training activities based on NET library materials, compared to 1,664,022 children in 1995 and 821,407 in 1994. The reason that the number of children reached indirectly in 1995 and 1996 was much larger than their number in 1994 was the increased number of food service personnel participating in NET interventions. Food Service personnel reach larger numbers of children than educators or parents.

## Recommendations

- The number of workshops delivered during 1996 and the number of workshop participants decreased possibly due to a decrease in NET staffing. To encourage prospective targets to register for NET workshops, NET needs to simplify and automate the procedures followed in workshop registration.

- NET should develop a series of workshops on the revised NSLP and SBP meal pattern regulations. Each workshop in the series should be within the 6 hour limit of NET workshops. The series should include workshops on the regulations, the DGA, how to revise recipes, menu analysis and marketing. Workshops in the series should target educators, parents and/or food service personnel. These workshops will be able to present the main issues involved in the LOT TNT project in depth, with more hands on practice, and for more targets that are concerned about the regulations.

- Research indicates that single workshops could result in a change in knowledge, but changes in attitudes and practices are achieved by more extensive instructions. In 1995 NET developed several workshops on Menu Planning. It is recommended that NET arrange these workshops in two series, one for school food service personnel and the other for pre-school food service. The series should include workshops that provide information basic to menu planning such as kitchen math and creditable foods. These series of workshops would allow for organizing the content in a spiral curriculum that is organized to reinforce main concepts and meet the needs of participants at different levels of competence.

- Most of the workshops offered in 1996 targeted food service personnel. In addition, changes in NET policies required day home sponsors to attend NET workshops in lieu of their providers which further decreased the number of educators participating in NET workshops. It is recommended that NET boosts educators' participation by coordinating teacher training with TEA and the Education Service Centers.

- Since the NET Library circulation to day care centers and family day homes continued to improve in 1996, it is recommended that current promotional efforts directed to these facilities continue. NET could also develop movable exhibits and short presentations on samples of suitable materials to be presented in these facilities.

- The NET library should assume a more active role in promoting the revised NSLP and SBP meal pattern regulations. Library efforts may include; (a) promoting the video on the satellite seminar that was developed as part of the LOT training project on the regulations, (b) acquiring a collection of library items on the regulations, and (c) providing information on menu analysis and menu analysis software to support private schools, RCCI's and individuals in need of these resources.

- Children's story time efforts are hindered due to difficulties in arranging for children's transportation from child care facilities to the NET library. NET may consider conducting storytime in day care centers and public libraries to promote the expanding collection of children's books and audiovisual materials in the library.

- NET needs to maintain mailed and published information about the library collection as an important source of library outreach. Distributing library catalogs, bibliographies, and updates to schools and child care facilities and publishing articles and announcements in magazines and newsletters was an effective means of library outreach in the past and should continue and expand.

- Since few parents were reached through NET's direct interventions in FFY 1996 and in previous years, it is recommended that NET develop and deliver presentations and handouts for parents. NET should continue efforts to reach parents in PTA meetings and through their children in schools and child care facilities.

- Since NET participates in promotional campaigns such as Texas School Breakfast Week and Texas School Lunch Week, the NET library could prepare packages of audiovisual and print materials to support these campaigns as they are held, and provide information to groups and individuals that are interested in learning more about the subjects of the campaigns.

- Due to the considerable decline in the number of presentations and participants in this intervention it is recommended that NET review its efforts in this direction. NET's past efforts in developing standard presentations with specific objectives and targets in mind and coordinating these presentations with training provided by other entities such as Head Start, SFSP Sponsors, Early Childhood Intervention and Education Service Centers boosted the number of presentations and participants in the past. NET also should enhance efforts to promote the presentations that were developed in 1996 on DGA, obesity and physical fitness.

- To reach the few SFSP sponsors in Texas, NET may develop an individualized instruction unit on NET and on basic nutrition concepts that are beneficial to this target population. Simple evaluation instruments should be included in the unit to ensure sponsors' mastery of the unit's content. NET may coordinate the distribution of the unit with the annual training TDHS provides for the sponsors, and augment the unit with exhibits and brochures.

- NET should continue it's enhanced efforts in publications to inform the public of NET program services and share experiences and ideas on nutrition education and evaluation with professionals. Regular announcements on NET activities and services may be shared in newsletters aimed at NET target populations.

- NET's diligent coordination with related publicly-supported programs resulted in measurable increases in participation and in contributions state and nationwide. This coordination should continue and should be extended to commodity and food distribution programs, and to related non-profit community organizations.

## III. Evaluation of the Guidelines for Selecting Creditable Foods and Beverages Workshop

### Introduction

### Background

As mentioned in the previous section of this report, conducting nutrition education workshops to prevent disease and enhance the well-being of children is a major activity of the Texas NET program. By providing information and resources to instruct educators and food service personnel on the fundamentals of nutrition and how to convey this information to motivate children to make healthy food choices, the NET program helps enhance the nutritional value of meals and snacks served in school cafeterias and child care settings and helps children accept these meals. The expected outcomes are improvement in the children's nutritional status and reduction in food waste.

Data describing changes in workshop participants' knowledge, attitudes, and / or behavior and their evaluation of the training they received are needed to improve instruction, develop curricula and document program impact. By identifying areas where participants have already achieved mastery before a workshop and areas where mastery is not achieved even after the workshop, instructors can make decisions about how to allocate learning time during the workshop. Curriculum developers can make decisions on how to revise the workshop to make it as effective as possible and on the content and format of training still needed. Information about the extent to which NET workshops are successful in communicating child nutrition related concepts to target populations shows the public how federal funds are spent and supports requests to USDA for continued funding.

### Workshop Development

The *Guidelines for Selecting Creditable Foods and Beverages* workshop was developed in 1995 based on information included in two publications: *What's in A Meal?* published by the USDA's Food and Nutrition Service of the Midwest Region CNP and the *Creditable Food Guide* published by the CACFP of Colorado Department of Health. The workshop

was revised by the USDA Southwest Region Food and Nutrition Service, TDHS Special Nutrition Programs Policy Unit, and TEA Child Nutrition program staff.

The purpose of the workshop is to provide contractors and program monitors whose facility participates in the USDA CACFP with information about the USDA meal patterns and creditable foods based on the *USDA Food Buying Guide for Child Nutrition Programs.* Thus, the workshop includes information about the regulations and guidelines on how to determine creditable foods and beverages and how to relate this information to day home providers and /or food service personnel to assure that they plan and serve reimbursable meals. The workshop lasts five hours.

## Purpose of the Study

This study was conducted to determine how well the *Guideline for Selecting Creditable Foods and Beverages* workshop helped participants master nutrition related knowledge objectives and how much the workshop participants were satisfied with the training received during the workshop. After the workshop participants were expected to:

1. Recognize creditable and non-creditable food and beverage items

2. Use the *Creditable Foods Supplement: To Help Comply With USDA Meal Pattern Requirements in the Child and Adult Care Food Program* and *Feeding Infants- A Guide for Use in the Child Care Food Program*

3. Read and /understand nutrition labels

## Method

### Sample

The *Guidelines for Selecting Creditable Foods and Beverages* workshop was conducted 47 times in 1995. There were 702 workshop participants, which was 18.7% of the total number of participants in NET workshops conducted that year. Evaluation data was collected on 14 of the 47 times the workshop was conducted. Participants in the 14 workshops were 356. They participated in the workshops delivered between 6/14/95 and 7/20/95. The 14 workshops were delivered by 12 of the 24 NET contract trainers at different locations throughout Texas.

### Instruments

#### Knowledge Test

A pretest and a post test were developed to measure the participants' mastery of factual and operational knowledge presented during the workshop. Test scores were used to determine gains in knowledge for each participant as a result of participating in the workshop. Fifteen test items were developed by the NET Program Evaluator and reviewed by two contract trainers. The items measured all stated workshop objectives. To ensure that the items were representative of workshop content, their validity was checked by matching them with the specification table for the workshop curriculum.

Each test item had 4 response alternatives in a multiple choice format. Participants were to select the best response alternative for each item. The pretest and the post test consisted of the same test items to ensure consistency of participants' responses and to increase the reliability of the two tests. The order of the test items were varied randomly to reduce the effect of test-specific memory. Appendix B of this report contains a copy of the tests. Test reliability was checked using SPSS-X procedure for computing coefficient alpha. Assessed reliability was .633. This value was judged to be fair.

#### Training Evaluation

A training evaluation form was developed by the NET Program Evaluator to be used with all NET workshops. The form was revised periodically. It was used to measure participants' satisfaction with a workshop and their suggestions for improving it.

The form consisted of three categories that are related to (A) workshop delivery, (b) workshop materials, (c) workshop instructor. The first category contained 6 items on clarity of the objectives, organization and pace of workshop delivery, amount of the information presented and the opportunities provided for practice and feedback. The second category contained 6 items on organization relevance and sequence of the workshop materials, how well it represented real life situations, used the right level of vocabulary and was visually appealing. The third category also consisted of 6 items. The items asked whether the instructor was knowledgeable about the subject matter, well-prepared, encouraging to class participation and discussions, able to answer questions effectively, gave useful examples and used equipment competently. Each of the 18 items was scaled from one -- representing a "Strongly Disagree" response to five -- representing a "Strongly Agree" response. The criterion for an acceptable level of satisfaction was set at 3.5. An ideal level of satisfaction was set at 4.5 to 5.0.

The 18 scaled items in the three categories were followed by three open ended items. Two of the items asked for participants' opinions on the most helpful parts and the least helpful parts of the workshop in performing participants' jobs. The third open-ended item asked for participants' suggestions for improving the workshop. Appendix B contains a copy of the training evaluation form.

## Procedures

The workshop instructors administered the pretest at the beginning of the workshop. The pretest was called "Exercise A" to reduce participants test fright. Participants were given approximately 45 minutes to complete the test but were allowed to take more time if they needed to. This time was estimated based on review and try outs during the process of developing the test. After the test, participants were asked to make sure that they wrote their social security numbers on the top page of the test and gave the test to the instructor. At the end of the workshop participants responded to the post test (Exercise B) and the NET workshop evaluation form. They were asked to make sure that they wrote their social security number on the top page of the test and return it and the evaluation form to the instructor. The instructors mailed the pretest, post tests and evaluation forms to the NET Evaluator.

## Statistical Analysis

Data on the pretests, post tests and workshop evaluation forms were coded and entered on a mainframe computer data file. The SPSS-X statistical package was used to analyze the data. Scores of the pre and post tests were compared to determine the effect of the workshop on participants' mastery of the knowledge objectives. Criterion references were pre-set such that 70% correct responses was considered acceptable and 90% correct responses signified mastery. An F test was conducted to test the significance of the difference between the pre and the post test scores, indicating the gain in knowledge due to participation in the workshop.

In order to diagnose the relative strengths and weaknesses of the workshop, goals were set for specific items and actual performance compared against the goal. Using the criterion references and actual performance of workshop participants before and after the workshop made it possible to identify content areas in which mastery existed before the workshop, areas in which mastery was facilitated by participating in the workshop, and areas needing improvement.

Percentage of participants who responded to each of the training evaluation items were calculated. The total percentages of each of the three categories: workshop delivery, workshop materials and workshop instructor was also calculated to give an indication of the relative strength or weakness of the category. Participants' responses to the three open-ended items were categorized and the number and percentage of responses were calculated.

## Results and Discussion

### Workshop Participants' Knowledge

Table 12 lists the 15 Pre and Post test items and the percentage of participants who responded correctly to each item in the pre and the post test.

**Table 12**

**Percentage of correct responses to each item in the pre and post tests**

| Item | Pretest | Post Test |
|---|---|---|
| Bread/ bread alternate ingredients | 80.8 | 94.4 |
| Information in the USDA food buying guide | 59.9 | 76.5 |
| Number of food items to be included in A snack | 39.5 | 74.3 |
| Enriched bread crumbs as creditable bread | 35.0 | 57.0 |
| Number of times cookies can be served as snacks | 33.9 | 90.5 |
| When can yogurt be A meat / meat alternate | 58.5 | 90.5 |
| What is considered A creditable milk component | 46.3 | 88.8 |
| Publication useful to determine creditable foods or beverages | 70.1 | 79.3 |
| Creditable meat / meat alternates | 42.9 | 82.7 |
| Creditable fruit products | 84.7 | 98.3 |
| Predominance basis of first ingredient on label. | 44.1 | 82.1 |
| Age of infants served whole milk | 64.4 | 93.3 |
| Creditable infant cereal | 44.6 | 63.1 |
| Food label information to determine food creditability | 42.9 | 69.3 |
| If centers participating in CNP can serve non-creditable foods | 64.4 | 83.2 |

It is apparent from table 12 that acceptable performance (i.e., 70% or more of the workshop participants responding correctly) was achieved for three of the 15 test items on the pretest. Over 70% of the participants already knew or guessed correctly the bread/bread alternate ingredients, the publication useful to determine creditable foods or beverages and the creditable fruit products. Participants' performance did not reach the mastery level (i.e., 90% or more correct response) when responding to any pretest item.

Table 12 shows also that participants' performance improved considerably when responding to all 15 items of the pre test, indicating gain in knowledge as a result of participating in the workshop. Participants' performance reached the acceptability level on 12 out of the 15 post test items and approached acceptability (69.3%) on an additional item. Their performance reached the mastery level in responding to 5 post test items.

Participants, had difficulty with the concepts of creditable bread crumbs, creditable infant cereals and information on food labels that determine food creditability. The other 7 concepts on which participants did not reach the mastery level also need to be clarified and stressed. There was no apparent correlation between the concepts that were not mastered and a specific workshop objective.

Analysis of variance was conducted to test the significance of the difference between the pre and the post test scores. The analysis was based on matched pairs of pre and post test scores using the social security numbers of the participants. Using matched pairs of pre and post test scores reduces the variance and increases the sensitivity of the F test.

Table 13 includes the results of the analysis of variance and the F test.

**Table 13**

**Results of Analysis of Variance**

| Source of Variation | Sum of SQ. | DF | Mean Square | F | Prob. |
|---|---|---|---|---|---|
| Between People | 1618.47 | 155 | 10.44 | | |
| Within People | 2003.50 | 156 | 12.84 | | |
| Between Measures | 1408.87 | 1 | 1408.87 | 367.25 | .00 |
| Residual | 594.62 | 155 | 3.84 | | |
| Total | 3621.97 | | 311 | 11.65 | |

Table 13 shows that the 156 participants with matched pre and post test scores gained considerably (F=367.25, df=1) as a result of participating in the workshop. There was a significant difference (P .00) in their performance in the pre and the post test.

To find out if the effectiveness of the workshop depended on the trainer who delivered it or was mainly due to workshop content and organization the means and standard deviations of participants' pre and post test scores were calculated for the workshops conducted by each of the 12 trainers who delivered the workshops. Table 14 lists this data.

**Table 14**

**Mean and standard deviation of Pre and Post Test Scores of Participants in Workshops Conducted by Each Trainer**

| Trainer | Pretest Mean/SD | # of Participants | Post Test Mean/SD | Mean Gain |
|---|---|---|---|---|
| 1 | 8.4 / 2.5 | 10 | 13.9 / 0.9 | 5.5 |
| 2 | 6.4 / 2.9 | 18 | 11.2 / 2.5 | 4.8 |
| 3 | 7.7 / 2.1 | 12 | 10.2 / 2.2 | 2.5 |
| 4 | 8.0 / 0.0 | 1 | 12.0 / 0.0 | 4.0 |
| 5 | 8.7 / 2.4 | 15 | 12.3 / 2.4 | 3.6 |
| 6 | 6.3 / 3.0 | 10 | 13.5 / 2.5 | 7.2 |
| 7 | 9.2 / 2.9 | 35 | 14.5 / 1.0 | 5.3 |
| 8 | 8.7 / 2.3 | 10 | 10.9 / 2.9 | 2.2 |
| 9 | 8.5 / 2.0 | 10 | 11.1 / 2.8 | 2.6 |
| 10 | 7.9 / 2.8 | 23 | 10.9 / 2.3 | 3.0 |
| 11 | 8.2 / 3.2 | 25 | 12.4 / 2.6 | 4.2 |
| 12 | 7.7 / 3.8 | 8 | 11.1 / 2.2 | 3.4 |
| Total | | 8.1 / 2.9 | 177 | 12.2 / 2.648.3 |

Table 14 shows that the number of participants in the workshops delivered by the different trainers varied considerably. One of the trainers delivered 3 workshops. Trainer 4 delivered the workshop to one participant only. Participants' mean gain scores ranged from 2.2 to 7.2. Thus, the difference in the mean gain in the workshops delivered by the different trainers varied considerably, suggesting that the effectiveness of the workshop depended on the trainer who delivered it.

## Participants' Evaluation of the Workshop

As mentioned above, workshop participants were asked to evaluate the workshop delivery, materials and instructor using a workshop evaluation form. Items under each of these categories were rated on a five point scale. The form also contained three open-ended items on the most and least relevant parts of the workshop and participants suggestions for workshop improvement. Table 15 contains the percentage of participants who selected each point on the scales that evaluated workshop delivery.

**Table 15**

**Participants' Evaluation of Workshop Delivery**

| Item | Percent of Responses | | | | |
|---|---|---|---|---|---|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| Objectives Clear | 0.0 | 0.5 | 3.6 | 36.7 | 59.2 |
| Well Organized | 0.5 | 0.5 | 5.6 | 35.2 | 58.2 |
| Well Paced | 1.0 | 2.6 | 11.7 | 30.1 | 53.6 |
| Enough Information | 0.0 | 0.5 | 7.1 | 39.8 | 52.0 |
| Enough Practice | 0.0 | 2.0 | 8.2 | 37.8 | 49.5 |
| Enough Feedback | 0.0 | 3.1 | 11.2 | 34.2 | 49.0 |

As evident from table 15, about half of the participants strongly agreed that the workshop objectives were clear, and that the workshop was well organized, well paced and contained enough information, practice and feedback. Over one third agreed on the effectiveness of the workshop delivery. The amount of practice and feedback received relatively lower ratings than the other aspects of workshop delivery. The means of participants' responses to the six items ranged from 4.2 to 4.5 out of five, reaching an acceptable level of

satisfaction. Only the first two items, namely workshop objectives and organization, received an ideal level of satisfaction (i.e., 4.5 or higher).

Table 16 lists the percentage of participants who selected each point on the scales that evaluated workshop materials.

**Table 16**

**Participants' Evaluation of Workshop Materials**

| Item | Number of Responses | | | | |
|---|---|---|---|---|---|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| Well Organized | 0.0 | 0.5 | 4.6 | 36.7 | 57.7 |
| Related to Subject | 0.0 | 1.0 | 4.1 | 35.2 | 59.7 |
| Sequenced Logically | 0.0 | 1.0 | 6.6 | 35.2 | 57.1 |
| Examples represent real life | 0.0 | 1.0 | 7.7 | 35.7 | 53.6 |
| Right vocabulary level | 0.0 | 0.0 | 5.1 | 36.2 | 58.7 |
| Appealing | 0.5 | 1.5 | 9.7 | 35.7 | 52.0 |

Table 16 indicates that over one half of the workshop participants strongly agreed that the workshop materials was well organized, related to the subject matter, sequenced logically, represented real life situations, used the right level of vocabulary and was appealing. Over one third of the participants agreed. Appeal of the materials received relatively lower ratings compared to the rest of the items. The calculated means of participants' responses to the 6 items ranged from 4.3 to 4.5 out of five, reaching an acceptable level of satisfaction. Ratings of all except two items reached an ideal level of satisfaction. The two items were the examples given and appeal of the materials.

Table 17 lists the percentages of participants who selected each of the 5 ratings on each of the 6 items that were used to evaluate the workshop instructors.

**Table 17**

**Participants' Evaluation of Workshop Instructors**

| Item | Number of Responses | | | | |
|---|---|---|---|---|---|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| Knowledgeable | 0.0 | 0.5 | 2.6 | 21.9 | 74.5 |
| Well prepared | 0.0 | 1.0 | 3.1 | 23.5 | 72.4 |
| Encouraged participation | 0.0 | 2.0 | 4.6 | 24.0 | 68.4 |
| Answered effectively | 0.5 | 1.5 | 3.6 | 25.5 | 68.9 |
| Gave good examples | 0.5 | 1.5 | 4.6 | 25.0 | 68.4 |
| Used equipment well | 0.5 | 0.5 | 4.1 | 29.6 | 63.8 |

Data in Table 17 reveals that the majority of the workshop participants (63.8% - 74.5%) strongly agreed that their instructors were knowledgeable, well prepared, encouraged participation in workshop activities, answered their questions effectively, gave good examples and used the A-V equipment well. Almost the rest of the participants agreed. The item on using A-V equipment received the lowest ratings. In general however, the workshop instructor category received higher ratings than the other two categories, namely workshop delivery and workshop materials. The results of calculating the mean ratings indicated that the participants reached an ideal level of satisfaction with all aspects of their instructors performance. The mean ratings of the items in this category ranged from 4.5 to 4.7.

Table 18 lists the parts of the workshop that participants thought would be most helpful for them in performing their jobs.

**Table 18**

**Most Helpful Parts of the Workshop for Job Performance**

| Parts | Number of Respondents | Percent |
|---|---|---|
| All parts of the workshop | 59 | 42.2 |
| Knowing creditable foods | 40 | 28.8 |
| The workbook | 16 | 11.5 |
| Reading labels | 8 | 5.8 |
| Analyzing recipes and planning menus | 4 | 2.9 |
| Knowing portion sizes | 3 | 2.2 |
| The Food Buying Guide | 3 | 2.2 |
| Information about infants | 3 | 2.2 |
| The workshop discussions | 2 | 1.4 |
| Math calculations | 1 | 0.7 |
| Total | 139 | 100.0 |

As shown in Table 18, the most frequent response to the item asking about the helpful parts of the workshop was that all parts of the workshop would be helpful to the participants in performing the duties of their jobs. The second most frequent response was knowing creditable foods. The workshop workbook was the third most frequent response. Other parts were mentioned by relatively few number of respondents.

Table 19 lists participants' opinions on the least helpful parts of the workshop.

**Table 19**

**Least Helpful Parts of the Workshop for Job Performance**

| Parts | # of Respondents | Percent |
|---|---|---|
| Information about infants | 13 | 44.8 |
| Determining if specific items is creditable-recommendation versus requirement | 5 | 17.2 |
| Providing quantity of food for child's age | 2 | 6.9 |
| Amount of ingredients used in preparing foods | 2 | 6.9 |
| Math calculations | 2 | 6.9 |
| Purchasing | 1 | 3.4 |
| Key changes in food program | 1 | 3.4 |
| First half of the workshop | 1 | 3.4 |
| School lunch program | 1 | 3.4 |
| Product analysis | 1 | 3.4 |
| Total | 29 | 100.0 |

Table 19 indicates that information about infants was considered the part of the workshop that is least helpful to the participants in doing their jobs possibly because these participants' jobs did not involve caring for infants. Fewer participants mentioned other parts of the workshop.

Table 20 lists participants' suggestions to improve the workshop.

**Table 20**

**Suggestions for Improving the Workshop**

| Suggestion | # of Respondents | Percent |
|---|---|---|
| Give more examples | 8 | 23.6 |
| Improve instructor's performance | 6 | 17.6 |
| End earlier, start quicker and give longer lunch time and more breaks | 5 | 14.7 |
| Make the workshop shorter | 4 | 11.8 |
| Provide more group interactions | 4 | 11.8 |
| More workshops on menu planning | 2 | 5.9 |
| Use other types of AV equipment | 2 | 5.9 |
| Offer the workshop in other areas of Texas | 1 | 2.9 |
| Make the workshop longer | 1 | 2.9 |
| Offer A workshop on snacks | 1 | 2.9 |
| Total | 34 | 100.0 |

As apparent from Table 20, few participants offered suggestions to improve the workshop. The most frequent suggestion was to give more examples. Six participants suggested improving the instructors' performance. Four participants asked for more workshop interactions. Other suggestions were related to the pace of delivery and use of more educational technology. Participants asked for workshops on menu planning and on snacks, which are subjects of workshops that had been already developed by the Texas NET program.

## Recommendations

- There is a need to revise the workshop so as to provide more in depth information and practice on the concepts that were not mastered especially those concepts on which participants' performance was below the acceptable level, namely creditable bread crumbs, creditable infant cereals and information on food labels that determine food creditability.

- Since workshop effectiveness depended on the trainer who delivered the workshop NET should direct more efforts to train the contract trainers and resume the train the trainer sessions. NET should also continue to evaluate the trainers' performance and select trainers based on their experience in education and training.

- Based on participants' ratings of various aspects of workshop delivery there is a need to improve the workshop by increasing participation in workshop activities and opportunities to practice and to receive feedback.

- Based on participants ratings of various aspects of workshop materials and their suggestions to improve the workshop it is recommended that more efforts should be directed toward improving the quality of workshop materials to increase its appeal. The workshop materials may be implemented with the use of commercially developed A-V materials, especially videos.

- It is suggested that trainers involve workshop participants in deciding on the pace of the workshop and the number and length of breaks.

- There is a need to conduct more comprehensive evaluations of new workshops. Changes in participants' attitudes and practices should be measured in addition to their knowledge and satisfaction.

- It is not cost effective to conduct a workshop for a small number of participants. Creative efforts should be directed to increase workshop participation and to facilitate the decision to cancel a workshop if very few individuals registered for it.

# IV. GENERAL EVALUATION OF THE NET PROGRAM

## Introduction

## Background

Formal needs assessment and evaluation of the Texas NET program was initiated in October 1984 to meet federal requirements and to collect information that helps make the program as effective as possible. Since then, a number of studies have been conducted each year to develop information the General Accounting Office cited in 1982 as being necessary to:

- Effectively administer the program
- Guide program revisions and planning
- Ensure that federal funds are spent effectively
- Supply the USDA with data to submit to Congress to aid decisions about how to apportion scarce resources

During the last three months of FFY 1996, NET directed the completion of a three year statewide comprehensive needs assessment project that started in 1992. The purpose of the project was to identify the perceived and actual needs for program services relative to the characteristics of NET target populations. The needs assessment was conducted in two stages. During the first stage that lasted two years, the nutrition education and training goals for the State of Texas were set and the needs related to K-12 school populations were assessed. During the second stage that lasted one year, the needs of the populations of day homes and day care centers were determined. The results of the needs assessment are used for setting priorities for service delivery and for tailoring program services to population needs.

Three evaluation studies were conducted to answer the following questions about performance of the Texas NET Program:

1. To what extent did the NET Program achieve its participation goals during FFY 1996?

2. How effective was the *Guidelines for Selecting Creditable Foods and Beverages* workshop in helping participants master the workshop objectives?

3. How effective was the Texas NET Program in achieving its goals, relative to its resources?

The first question was answered in the section of this report titled: Outreach of the NET Program. The second question is answered in the third section of this report titled: Evaluation of Guidelines for Selecting Creditable Foods and Beverages workshop. The third question is answered in this section of the report.

## Purpose

The purpose of this study is to assess overall program performance during FFY 1996. The results of the evaluations conducted during the year are combined to produce an index of program effectiveness. Key questions answered in this section are:

- Relative to its resources, was the overall effect of the Texas NET program in 1996 positive, negative, or nonsignificant?

- What were the strengths and weaknesses of overall program performance during FFY 1996?

## Program Resources

### Budget and Staffing

Two main resources of the Texas NET program are its budget, which provides the material resource, and its staff, which provides the human resource. Table 21 summarizes and compares the program's resources for the past 10 years.

**Table 21**

**Texas NET Program Resources for the Past Ten Years**

| Resource | FFY87 | FFY88 | FFY89 | FFY90 | FFY91 | FFY92 | FFY93 | FFY94 | FFY95 | FFY96 |
|---|---|---|---|---|---|---|---|---|---|---|
| BUDGET | 295,860 | 315,290 | 315,000 | 318,642 | 318,642 | 703,396 | 718,190 | 744,215 | 747,191 | 734,868 |
| STAFFING | | | | | | | | | | |
| Coordinator | .125 | .750 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.00 |
| Evaluator | 1.000 | .850 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.000 | 1.00 |
| Program Specialists | 2.000 | 2.000 | 2.000 | 1.500 | 1.500 | 2.000 | 2.000 | 2.000 | 2.000 | 1.91 |
| Librarian | ------ | ------ | ------ | 0.500 | 0.500 | 1.000 | 1.000 | 1.000 | 1.000 | 1.00 |
| Assistant | ------ | ------ | ------ | ------ | ------ | 3.000 | 2.000 | 2.000 | 2.000 | 1.83 |
| Information Specialist | ------ | ------ | ------ | ------ | ------ | ----- | 1.000 | 1.000 | 1.000 | .96 |
| Clerical & Automation Support | 3.000 | 3.000 | 2.500 | 3.000 | 3.000 | 1.000 | 1.000 | 1.000 | 1.000 | .83 |
| Total Staff | 6.125 | 6.600 | 6.500 | 7.000 | 8.000 | 9.000 | 9.000 | 9.000 | 9.000 | 8.48 |

Table 21 shows that NET program funding in 1996 decreased slightly (1.6%) from 1995. Funding in 1994 increased 3.6% and in 1995 was almost the same as 1994. The USDA funding formula for the NET program is based on the number of school children in the State. In Texas, the number of children attending public schools grew from 3,535,742 in 1993/94 to 3,677,171 in 1994/95 and 3,740,260 in 1995/1996. Thus, while the number of school children in the 1995/96 school year increased 1.7% from their number in 1994/1995 school year, NET budget and staffing decreased.

As mentioned in section II of this report, several changes occurred in NET staffing during FFY 1996. Five out of the nine permanent staff positions became vacant. The procedures for hiring new staff spans a period of at least one month. It takes a similar period of time for the new staff to get oriented to the job. This disrupts the NET services performed by the staff. In addition, the National NET program budget for FFY 1997 was not approved by the U.S. Congress on time as a result of designating NET as a discretionary instead of a mandatory program. The uncertainty of NET's funding for 1997 caused NET to postpone filling two of the five vacant positions. These changes resulted in reducing the permanent NET staff from 9:00 to approximately 8.48 positions. In 1996 NET also contracted with 19 trainers to deliver workshops and evaluate instructional materials, compared to 24 trainers in 1995.

It must be mentioned in this context that in 1996 the NET Coordinator, NET Evaluator and NET Workshop Coordinator dedicated large parts of their efforts to the LOT TNT project. These efforts are not reflected in the general program activities that are mentioned in this report. A separate report on this project will be submitted to USDA in 1997.

## Contracts

A total of 31 contracts were awarded or renewed in 1996 compared to 29 contracts in 1995. The amount of each and activities conducted using all or part of the amount are as follows.

### Texas School for the Deaf Contract

The Texas School for the Deaf, located in Austin, was awarded $20,000 from the 1996 budget to package and mail materials distributed to NET program participants, and especially the workshop curriculum packages mailed to the different training sites. The amount of contract money was one third more than 1995 contract money, which was in turn 3.75 times the amount awarded in 1994.

## Workshop Trainers Contracts

NET contracted with 19 registered and/or licensed dietitians from different regions throughout Texas to deliver NET workshops and participate in workshop development and library material evaluation. The trainers also delivered presentations and were encouraged to hold exhibits in their regions. The contracts awarded to the trainers totaled $209,230.19. This amount was funded from the FFY 1996 budget and was a 15.6% increase over 1995, which was in turn an 81% increase over 1994.

## Independent Translator Contract

NET awarded a $10,000 ongoing contract to an independent translator in Austin to translate educational/promotional materials into Spanish. The contract was funded from the 1996 budget and was half the amount of last year's contract. The contractor translated two brochures and two workshops. The brochures were *NET Services* and *NET Library*. The workshops were *Guidelines for Selecting Creditable Foods and Beverages* and *Menu-Planning Part I.*

## Texas Tech University Contract

As mentioned above, NET conducted a three-year comprehensive nutrition education and training needs assessment statewide. An interagency contract was awarded to TTU at the end of 1992 for a research team from TTU to work with the NET Program Evaluator to implement the needs assessment project. The amount of the original contract was $99,998 which was funded out of the 1992 NET budget. The contract was renewed for a second year for $158,000 to complete the assessment of the needs of Texas school populations, including children, parents, educators, food service personnel and administrators.

In September 1994 the contract was renewed for a third year to assess the needs of preschool populations. TTU was awarded $165,000 out of the 1994 budget to conduct the needs assessment activities in 1995. The contract was renewed in September 1995 for an additional three months, with no increase in the contract money, in order for the TTU research team to be able to complete the needs assessment report.

## PTA Mini Grants

Nine mini-grants were awarded to ISD's PTAs throughout Texas to promote the Food Guide Pyramid and the DGA to parents of school children. The total amount of the contracts was $ 15,000.00. These contracts were funded from the FFY 1996 budget.

## Program Activities

Table 22 summarizes the main activities of the program in the past 10 years.

**Table 22**

**Texas NET Program Activities for the Past Ten Years**

| Activities | FFY87 | FFY88 | FFY89 | FFY90 | FFY91 | FFY92 | FFY93 | FFY94 | FFY95 | FFY96 |
|---|---|---|---|---|---|---|---|---|---|---|
| WORKSHOPS | | | | | | | | | | |
| Developed | 3 | 1 | 2 | 2 | | 2 | 2 | 2 | 7 | 4 |
| Conducted | 185 | 183 | 112 | 103 | 164 | 225 | 193 | 192 | 251 | 192 |
| LIBRARY | | | | | | | | | | |
| Acquisitions | 180 | 420 | 68 | 304 | 606 | 238 | 321 | 479 | 716 | 348 |
| Items Circulated/Month | 100 | 150 | 189 | 231 | 274 | 319 | 427 | 482 | 533 | 469 |
| Catalogs Distributed | 680 | 200 | 632 | 490 | 2,489 | 383 | 655 | 1,934 | 2,359 | 1,004 |
| MATERIALS | | | | | | | | | | |
| Acquisitions/ Development | 15 | | 5 | 5 | 10 | 10 | 17 | 15 | 15 | 8 |
| Distributions | 12,800 | 17,200 | 11,800 | 11,776 | 24,645 | 32,021 | 800,426 | 10,892 | 52,782 | 43,207 |
| SPECIAL PROJECTS | | | | | | | | | | |
| Mini-contracts/ Development Contracts | 2 | 0 | 1 | 2 | 4 | 11 | 8 | 6 | 2 | 10 |
| Evaluation/Needs Assessment Studies | 6 | 5 | 5 | 5 | 6 | 5 | 3 | 3 | 4 | 4 |
| Persons Reached | 10,900 | 10,300 | 23,343 | 25,760 | 622,576 | 955,863 | 847,195 | 861,882 | 1,777,046 | 1,420,498 |

Table 22 shows a decline in program activities in most areas. The number of workshops that were developed in 1996 decreased and the number of delivered workshops decreased as well. The number of workshop participants decreased from their number in 1995, reflecting the decrease in the number of workshops.

Acquisition and circulation of library materials increased steadily since 1986--perhaps due to the relative stability and growth of resources allocated to the library--then decreased in 1996 due to the decrease in budget and staffing. In 1996 library acquisitions decreased 51.4% from 1995. Monthly circulation of library items was 12.0% less than in 1995. The number of catalogs distributed in 1996 was less than half their number in 1995. Catalog distribution increased in 1994 as a result of developing the audiovisual catalog in 1993 and distributing it to organizations interested in nutrition education. A similar increase occurred in 1995 as a result of revising the print catalog in 1994.

Material acquisition fluctuated slightly during the past ten years. 1993 witnessed a considerable surge in material distribution due to outreach letters distributed to school superintendents, food service personnel, PTA presidents, day care centers, and day home sponsors, and distribution of 751,500 lunch bags promoting breakfast to school children. The decrease in 1994 material distribution compared to the 7 previous years was due to a change in the workshop policy. NET stopped distributing workshop materials and handouts to the facilities of workshop participants. The same policy was in effect in 1995 but material distribution increased due to an increase in the variety of distributed materials. In 1996 the number of the different materials that were distributed increased, but their total number decreased due to the decrease in promotional activities and program activities in general.

Nine mini-contracts were awarded to PTAs throughout Texas in 1995 and were administered in 1995. The purpose of the mini-contracts was to promote the new DGA and good nutrition to parents.

In 1996 participation in the NET program decreased 20.1% from participation in 1995 but remained considerable. More food service personnel participated in the different program interventions and indicated that they reach larger number of children than are usually reached by educators.

Considering the program's activities relative to its resources, the LOT training project efforts that are not included in this report and the program's potential for improved planning of activities based on the results of evaluation and needs assessment, one must conclude that the program is administered efficiently and that it is realizing its goals.

## Meta-Analysis of Program Outcomes

Results of evaluations of specific NET activities were integrated to develop an index and analysis of overall effectiveness of program performance in 1996. The vote-counting method for program meta-analysis was applied to integrate results of evaluations conducted during FFY 1996. These evaluations included varied data collection and analysis procedures that were described in detail in the previous sections of this report. Following is a summary of these procedures:

- To estimate the effectiveness of the program in achieving its participation goals for FFY 1996, goals were set for each of the program's major activities. Participation goals were estimated based on current priorities, current staffing, and prior participation figures.

- To estimate program expansion and efficiency in 1996 participation in program intervention was compared with participation in similar interventions in 1995.

- Ratings of participants to program interventions were used as an estimate of the quality of these interventions.

- To estimate the effectiveness of the contracts/grants awarded for research and development, effectiveness was measured by the extent of fulfilling the terms stipulated in the contract.

## Results and Discussion

To apply the vote-counting method for integrating results across these separate evaluations, counts were made of all findings that were classified as positive, negative, or nonsignificant. Tallies were compared and the modal category accepted as giving the best estimate of NET Program effectiveness. Table 23 summarizes results of the meta-analysis.

**Table 23**

**Results of Meta-Analysis of Program Outcomes**

| Activity | Indicator | Data Analysis | Result |
|---|---|---|---|
| Workshops | Percentage increase over 1995 | Number of workshops | Negative |
| | Percentage increase over 1995 | Number of workshop participants | Negative |
| | Goal attainment | Number of workshop participants relative to staffing | Positive |
| Lending Library | Percentage increase over 1995 | Total circulation | Negative |
| | Goal attainment | Number of borrowers relative to staffing | Positive |
| | Rating scale on borrowers feedback forms | Substance of borrowed materials | Positive |
| | Rating scale on borrowers feedback form | Usefulness of borrowed materials | Positive |
| | Rating scale on borrowers feedback form | Quality of borrowed materials | Positive |
| Development and Distribution of Instructional Materials | Percentage increase over 1995 | Number of materials developed | Negative |
| | Percentage increase over 1995 | Number of materials distributed | Negative |
| Conferences/Meetings | Percentage increase over 1995 | Number of participation in conference meetings | Negative |
| Presentations | Percentage increase over 1995 | Number of presentations | Same |
| Exhibits | Goal attainment | Number of exhibits | Positive |
| Publications | Percentage increase over 1995 | Number of publications | Same |
| Coordination with Related Programs | Percentage increase over 1995 | Number of organizations | Positive |
| Contracts | Comparison between contract Terms and accomplishments | Fulfillment of contracts Terms within the time limit | Positive |

Table 23 indicates that when data were integrated across the evaluations conducted during FFY 1996, it revealed an overall positive impact of the NET program in Texas. Sixteen evaluations were conducted to estimate the effectiveness of the main aspects of the program. Eight of these evaluations showed positive outcomes, 6 outcomes were negative

and 2 remained the same as 1995. Negative results in general indicate a need to improve the ability of the program to monitor activities and take timely measures to correct services and procedures.

Other factors affected program performance in 1996. A major external factor was the uncertainty of program funding for 1997. This factor affected program staffing and lead to conservative long term activities, planning and obligations. The turnover in staff as well as staff reduction lead to disruption of program services. In addition, members of the staff dedicated a large part of their efforts to the LOT TNT project. Most of these efforts are not cited in this report but will be included in a separate report to the USDA.

The number of participants in some of the workshops conducted in 1996 was less than the number required to conduct these workshops according to workshop procedures but there was an improvement in the number of participants in the individual workshops over 1995. Eight out of the ten workshops offered in 1996 targeted food service personnel. Failure to offer workshops that attract public school educators points to a need to coordinate teacher training with TEA and to implement the results of the comprehensive needs assessment regarding teacher training needs.

The NET library participation goals were met in 1996 in spite of the decrease in acquisitions, circulation and patrons. There were more borrowers from family day homes and day care centers in 1996 than previous years. More efforts are still needed, however, to attract borrowers from these facilities.

The substantial decrease in the number of presentations and number of participants in this type of intervention in the past two years requires consideration of NET policy in this regard. Most of the presentations delivered in 1994, unlike those delivered in 1995 and 1996 were a result of coordination with large scale training delivered by state organizations.

NET developed and distributed less instructional/promotional materials in 1996 than in 1995 and previous years. The NET staff and contractors were less active in giving conference presentations nationally and statewide and in publicizing NET services and evaluations.

In 1996 the NET program remained actively involved in coordination efforts with other public sector programs and agencies engaged in child nutrition activities. This coordination is an extension of a trend that started in 1990 and is expected to continue due to the long range strategic planning between NET and other agencies. Effects of such efforts are expected to materialize in the form of substantial increases in NET outreach and participation in subsequent years.

## Recommendations

- The results of the comprehensive needs assessment indicated that NET needs to direct more services to at risk and minority children. NET should promote its services to these groups and direct more efforts toward tailoring its services to their needs. More efforts should also be directed toward monitoring and assessing NET's outreach to these groups.

- The process of developing, awarding, implementing, monitoring and evaluating NET's mini-contract projects needs improvement. A task force should review NET's past attempts in this respect and develop standard procedures that would lead to improvement in this intervention.

- NET may recruit the contract trainers in consulting workshop participants as they apply the knowledge and skills gained from the workshops in their work environments. Similar services could also be provided to schools, child care centers, day homes, and parents in general. The trainers could provide menu analysis and consultation to soup kitchens, half-way homes, and to other organizations serving at-risk groups such as the indigent and the homeless.

- Since NET is expanding its interventions and strategies, there is an emerging need for measuring the relative cost-effectiveness of various interventions and alternative strategies. Emphasis should be placed on more successful and cost-effective interventions and strategies.

- There is a need to direct more efforts toward measuring the quality of NET's services and follow-up with necessary improvements.

# APPENDICES

# APPENDIX A

## INSTRUMENTS USED IN EVALUATING

## NET PROGRAM OUTREACH

# NET PROGRAM WORKSHOP EVALUATION

Workshop:_____ Instructor:_____ Date:_____

**Directions: Please circle the number that best describes your evaluation. Use the following number values:**

1 Strongly Disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly Agree

**The Workshop:**

| | | | | | |
|---|---|---|---|---|---|
| 1. Main points/objectives were clear | 1 | 2 | 3 | 4 | 5 |
| 2. Was well-organized | 1 | 2 | 3 | 4 | 5 |
| 3. Was well-paced/kept my interest | 1 | 2 | 3 | 4 | 5 |
| 4. Contained the right amount of information | 1 | 2 | 3 | 4 | 5 |
| 5. Gave me enough opportunity to practice the new skills | 1 | 2 | 3 | 4 | 5 |
| 6. Gave enough feedback on how well I used the new skills | 1 | 2 | 3 | 4 | 5 |

**The Materials:**

| | | | | | |
|---|---|---|---|---|---|
| 1. Were well-organized/easy to use | 1 | 2 | 3 | 4 | 5 |
| 2. Directly related to the subject being taught | 1 | 2 | 3 | 4 | 5 |
| 3. Were sequenced logically to help me understand | 1 | 2 | 3 | 4 | 5 |
| 4. Represented real-life, believable situations | 1 | 2 | 3 | 4 | 5 |
| 5. Used the right level of vocabulary | 1 | 2 | 3 | 4 | 5 |
| 6. Were visually appealing | 1 | 2 | 3 | 4 | 5 |

**The Instructor:**

| | | | | | |
|---|---|---|---|---|---|
| 1. Was knowledgeable about the subject | 1 | 2 | 3 | 4 | 5 |
| 2. Was well-prepared for class | 1 | 2 | 3 | 4 | 5 |
| 3. Encouraged class participation and discussions. | 1 | 2 | 3 | 4 | 5 |
| 4. Answered questions effectively/non-judgmentally | 1 | 2 | 3 | 4 | 5 |
| 5. Illustrated the course with useful examples | 1 | 2 | 3 | 4 | 5 |
| 6. Used class equipment competently. | 1 | 2 | 3 | 4 | 5 |

What part(s) of the session will be **most** helpful to you in doing your job?

What part(s) of the session will be **least** helpful to you in doing your job?

What suggestions do you have for improving this session?

**Thank You.**

Revised January 1992

# NET Evaluation of Workshop Instructor

**GENERAL INFORMATION**

Name of Workshop: _____ Date: _____
Name of Instructor: _____
Name of Evaluator: _____
Workshop Location: _____
Name of Facility City

**Please circle the number which corresponds to your rating of the instructor's performance during the workshop.**

| | Excellent (5) | Good (4) | Average (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|
| **OBJECTIVES** | | | | | |
| 1. Clearly stated the objectives at the beginning of the session | 5 | 4 | 3 | 2 | 1 |
| 2. Demonstrated the importance and significance of the objectives | 5 | 4 | 3 | 2 | 1 |
| **CONTENT** | | | | | |
| 3. Presented a brief overview of the teaching points showing how they relate to the objectives | 5 | 4 | 3 | 2 | 1 |
| 4. Explicitly stated the relationships among the teaching points | 5 | 4 | 3 | 2 | 1 |
| 5. Periodically summarized the main ideas and concepts | 5 | 4 | 3 | 2 | 1 |
| 6. Presented content that covered the stated objectives | 5 | 4 | 3 | 2 | 1 |
| **METHODS** | | | | | |
| 7. Explained the ideas and concepts clearly and to the point | 5 | 4 | 3 | 2 | 1 |
| 8. Invited participants to share their ideas and knowledge | 5 | 4 | 3 | 2 | 1 |
| 9. Encouraged participants to ask questions and gave them meaningful answers | 5 | 4 | 3 | 2 | 1 |
| 10. Provided cues or rephrased the questions to help participants answer their own questions whenever possible | 5 | 4 | 3 | 2 | 1 |

Updated September 92

| | | Excellent (5) | Good (4) | Average (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|---|
| 11. | Stated at least one problem to be solved or discussed during the workshop | 5 | 4 | 3 | 2 | 1 |
| 12. | Related materials to real life situations and to the participants' backgrounds | 5 | 4 | 3 | 2 | 1 |
| 13. | Changed approaches to meet new situations | 5 | 4 | 3 | 2 | 1 |
| **AUDIOVISUALS** | | | | | | |
| 14. | Presented examples, illustrations or graphics to clarify the content | 5 | 4 | 3 | 2 | 1 |
| 15. | used the board efficiently and legibly | 5 | 4 | 3 | 2 | 1 |
| **EVALUATION** | | | | | | |
| 16. | Asked questions periodically to determine whether too much or too little information was being presented | 5 | 4 | 3 | 2 | 1 |
| 17. | Varied content and methods according to the participants' levels | 5 | 4 | 3 | 2 | 1 |
| 18. | Gave adequate instructions on how to complete the evaluation instruments | 5 | 4 | 3 | 2 | 1 |
| **WORKSHOP MANAGEMENT** | | | | | | |
| 19. | Followed the curriculum as planned and did not digress from the main topic | 5 | 4 | 3 | 2 | 1 |
| 20. | Was well organized and appeared to be in control | 5 | 4 | 3 | 2 | 1 |
| 21. | Managed the time so as to cover all planned activities | 5 | 4 | 3 | 2 | 1 |
| 22. | Solved or otherwise dealt with problems raised by participants | 5 | 4 | 3 | 2 | 1 |
| **OVERALL** | | | | | | |
| 23. | Was friendly towards workshop participants | 5 | 4 | 3 | 2 | 1 |
| 24. | Seemed enthusiastic about the subject matter | 5 | 4 | 3 | 2 | 1 |
| 25. | Noted and responded to signs of puzzlement boredom, curiosity, etc. | 5 | 4 | 3 | 2 | 1 |
| | **Total** | _____ | | | | |

Was the anti-discrimination poster "And Justice for All" prominantly displayed? Yes No

## GENERAL COMMENTS

If you were giving this workshop:

a. What would you add? _____

b. What would you leave out? _____

c. What would you do differently? _____

If you have other suggestions or observations, please specify: _____

## REPORTING

| | | | | |
|---|---|---|---|---|
| Returns the workshop report files within **two weeks** of workshop delivery .... | All the Time | Most of the Time | Sometimes | Rarely |
| Returns the training reports within **two weeks** of training ..... | All the Time | Most of the Time | Sometimes | Rarely |
| Returns the presentation reports within **two weeks** of presentation ..... | All the Time | Most of the Time | Sometimes | Rarely |
| Returns the library evaluation forms within **30 days** of receiving the materials ..... | All the Time | Most of the Time | Sometimes | Rarely |

Comments _____

## WORKSHOP REGISTRATION FORM

**General Information (please print)**

Name of Workshop: _____ Date: _____

Your Name: _____

Sex: Male_____ Female _____

Ethnic Origin: White_____ Black_____ Hispanic_____ Asian/Pacific Islander_____
American Indian/Alaskan Native_____

Your Social Security Number: _____

Name of Your Work Facility: _____

Work Address: _____
Street or P.O. Box

_____
City State Zip Code

Work Telephone Number: _____
Area Code

---

**Please circle the number next to the answer you choose.**

1. For what type of facility do you work?
   - 1 Public school
   - 2 Private grade school
   - 3 Day care center
   - 4 Family day home
   - 5 RCCI
   - 6 Other. Please specify: _____

2. What is your function?
   - 1 Educator (a teacher, administrator, health educator, teacher aide, nurse, and other personnel who work in instructional capacity)
   - 2 Food service personnel (a person who is employed on a full or part-time basis in the supervision, preparation, planning, or service of meals for children)
   - 3 Parent or guardian (natural or legal parent, foster parent and/or other adult with full responsibility for a child's care)
   - 4 Other. Please specify: _____

3. Are you a Summer Food Service Program Sponsor?
   - 1 Yes
   - 2 No

4. Approximately how many children do you teach, care for, supervise, or prepare meals for when performing the above mentioned function? _____children

5. In what food program(s) does your facility participate?
   - 1 Child Care Food Program
   - 2 National School Lunch Program
   - 3 School Breakfast Program
   - 4 Special Milk Program
   - 5 Summer Food Service Program
   - 6 None.

**THANK YOU!**

Revised - January 1993

**NET PROGRAM**
**PRESENTATION EVALUATION**

Name of Your Work Facility: _____

Social Security Number: _____

---

**Please circle the number next to the answer you choose.**

1. What is your function?

   1 Educator (a teacher, administrator, heath educator, teacher aide, nurse, and other personnel who work in an instructional capacity)
   2 Food service personnel (a person who is employed on a full or part-time basis in the supervision, preparation, planning, or service of meals for children)
   3 Parent or guardian (natural or legal parent, foster parent and/or other adult with full responsibility for a child's care)
   4 Other. Please specify: _____

2. For what type of facility do you work?

   1 Public school
   2 Private grade school
   3 Day care center
   4 Family day home
   5 RCCI
   6 Other. Please specify: _____

3. Are you a Summer Food Service Program Sponsor?

   1 Yes
   2 No

4. Approximately how many children do you care for? _____

5. Was the main purpose of the presentation stated clearly?

   1 Yes
   2 To Some Extent
   3 No

6. Was the information presented relevant to your needs?

   1 Yes
   2 To Some Extent
   3 No

7. What suggestions do you have for improving this presentation?

If you would like more information on the NET program please print your mailing address here:

## CLASSROOM PRESENTATION REGISTRATION FORM

1. Title of Presentation: _____

2. Length of Presentation: ____ hours ____ minutes 3. Date: _____

4. Name of Presenter: _____

5. Title of Presenter: _____

6. Name of Facility: _____

7. Address of Facility: _____
   Street or P.O. Box

   _____
   City State Zip Code

8. Telephone Number of Facility: (___) _____
   Area Code

9. Contact Person: _____

10. Type of facility. (Please circle the number next to the answer you choose.)

    1 Public school
    2 Private school
    3 Day care center
    4 Family Day Home
    5 RCCI
    6 Other. Please specify: _____

11. In what food program(s) does the facility participate? (Please circle the number next to the answer you choose.)

    1 Child Care Food Program
    2 National School Lunch program
    3 School Breakfast Program
    4 Special Milk Program
    5 Summer Food Service Program
    6 None

12. Total Number of Students: _____

13. Age Range of Students: _____ 14. Grade Level: _____

15. Total Number of Students by Ethnic Origin (if available):

    White _____ Black _____ Hispanic _____

    Asian/Pacific Islander _____ American Indian/Alaskan Native _____

Developed January 92

## LIBRARY EVALUATION FORM

Please fill out this form and return it with the material you borrowed. Your response will help us improve our services. This form is also used for statistical purposes.

**General Information (please print)**

Title of Borrowed Item: _____ Date: _____

Your Name: _____

**Please circle the number next to the answer you choose.**

1. For what type of facility do you work?

| | | | |
|---|---|---|---|
| 1 | Public school | 4 | Family day home |
| 2 | Private school | 5 | RCCI |
| 3 | Day care center | 6 | Other. Please specify: _____ |

2. What is your function?

1. **Educator** (a teacher, administrator, health educator, teacher aide, nurse, and other personnel who work in instructional capacity)
2. **Food service personnel** (a person who is employed on a full or part-time basis in the supervision, preparation, planning, or service of meals for children)
3. **Parent** (natural or legal parent, foster parent and/or other adult with responsibility for a child's care)
4. **Other. Please specify:** _____

3. Who and approximately how many saw the item borrowed?

| | WHO | HOW MANY |
|---|---|---|
| 1 | Self | _____ |
| 2 | Children in your facility | _____ |
| 3 | Educators | _____ |
| 4 | Food service personnel | _____ |
| 5 | Parents | _____ |
| 6 | Others. Please specify: _____ | _____ |

4. How did you learn about the NET Library?

1. By attending a NET workshop
2. From a friend or co-worker
3. At a professional meeting or conference
4. Other. Please specify: _____

5. What is your overall rating of the borrowed item?

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| The item's content | 1 | 2 | 3 | 4 |
| The way the content was presented | 1 | 2 | 3 | 4 |
| How useful was the item to those who saw or read it | 1 | 2 | 3 | 4 |

**THANK YOU!**



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**NET Library**
**Material Evaluation Form**

1. **Title:**

2. **Length:** (if video) _____ minutes

3. **Language:** ___English ___Spanish

4. **Target Group Choices** (may select more than one):

___ Prenatal
___ Preschool
___ Kindergarten
___ Lower Elementary (grades 1-3)
___ Upper Elementary (grades 4-6)
___ Junior High (grades 7 & 8)
___ High School (grades 9-12)
___ Elderly
___ College Students
___ Parents
___ Teachers
___ General Adults
___ Food Service Personnel
___ Nutritionist
___ Child Care Provider

5. **Numerical Evaluations:** Score from 1 to 5 with **1** being the **lowest** and **5** being the **highest** quality indicator.

| | | | | | |
|---|---|---|---|---|---|
| Organization of Content . . . . . | 1 | 2 | 3 | 4 | 5 |
| Accuracy . . . . . | 1 | 2 | 3 | 4 | 5 |
| Motivational Level . . . . . | 1 | 2 | 3 | 4 | 5 |

6. **Annotation:**

7. **Include in Catalog?** ___ yes ___ no

8. **Subjective Opinion:**
(ie, Did you like it? Is it one of the best on this subject? Would you recommend it? etc.)

9. **Evaluator:**

Name: _____ Date: _____

# APPENDIX B

## INSTRUMENTS USED TO EVALUATE THE GUIDELINES FOR SELECTING CREDITABLE FOODS AND BEVERAGES WORKSHOP

## GUIDELINES TO SELECTING CREDITABLE FOODS AND BEVERAGES

PRE (4/95)
Date: Month Day Year
____ ___ ___

Exercise A
Your SSN:
_____ ___ _____

Directions: Read each item carefully. For each item choose the one BEST ANSWER. Circle the number next to the one best answer for each item.

1. To qualify for a creditable bread/bread alternate, the product must contain which of the following as the primary or predominant ingredient by weight?

   a. Refined and non-fortified grain flour
   b. Bleached and fortified flour
   c. Whole grain and/or enriched meal or flour
   d. Wheat and/or white flour or meal

2. The USDA Food Buying Guide for Child Nutrition Programs is a helpful resource that presents and discusses the following information:

   a. A comprehensive list of creditable and non-creditable foods according to product brands and names
   b. The USDA Dietary Guidelines for Americans and how to incorporate them in school meals
   c. Guidelines for determining creditable foods and for food purchasing according to the number of meals served and program requirements
   d. Quantity recipes for school food service and cycle menus that meet Child Nutrition Program guidelines

3. According to the child care meal pattern, how many of the different food items **must be included** in a snack?

   a. 1 of 3
   b. 2 of 3
   c. 1 of 4
   d. 2 of 4

4. Can a meatloaf recipe containing enriched bread crumbs or enriched crackers as an ingredient count as a creditable bread requirement?

   a. No, because it is a mixed dish and they are not creditable.
   b. No, because bread must be a recognizable integral part of the main dish.
   c. Yes, as long as the quantity served meets the recommended serving size.
   d. Yes, as long as the flour used is enriched and meets USDA guidelines.

5. USDA recommends that cookies be served as a snack no more than:

   a. Once a day
   b. Once a week
   c. Twice a week
   d. Three times a week

6. When can yogurt be used as a meat/meat alternate?

   a. At any meal
   b. At snack only
   c. At breakfast only
   d. At snack and breakfast

7. Which of the following products is considered a creditable milk component?

   a. Fluid chocolate milk
   b. Cocoa prepared with water
   c. Reconstituted instant non-fat dry milk
   d. Commercial milkshake made with dry milk

8. Which of the following publications is most useful to determine if foods or beverages are creditable?

   a. Food Buying Guide for Child Nutrition Programs (USDA)
   b. Quantity Recipes for School Food Service (USDA)
   c. Guidelines for Healthy School Meal Planning (NET & AHA)
   d. The Child Nutrition Labeling Program: An Overview (USDA)

9. Which of the following is a creditable meat/meat alternate?

   a. Neufchatel cheese
   b. Cream cheese
   c. Ricotta cheese
   d. Powdered cheese in pasta

10. Which of the following fruit products is creditable?

   a. 10% fruit flavored powder
   b. 25% fruit flavored punch
   c. Fruit drink cocktail (40% juice)
   d. Frozen (100%) fruit juice bar

11. The first ingredient on a nutrition label is the predominant ingredient by:

   a. Volume
   b. Weight
   c. Flavoring
   d. Percentage

12. Infants may be served whole milk beginning at what age? *(Assume they are consuming one-third of the calories as a balanced mixture of cereal, fruits, vegetables, and other foods to meet iron and vitamin C recommendations.)*

   a. 2 months of age
   b. 4 months of age
   c. 6 months of age
   d. 8 months of age

13. Which of the following is a creditable **infant** cereal?

   a. Enriched or fortified cooked cereal
   b. Commercial mixed cereal with fruit
   c. Dry iron-fortified infant cereal
   d. Pre-mixed infant cereal in a jar

14. Which of the following information on a food label is most useful in determining if a food is creditable?

a. Nutrition Facts
b. Ingredient List
c. Nutrient Reference Values
d. Health Claims

15. Can a center participating in the USDA Child Nutrition Program serve a non-creditable food?

a. Non-creditable foods may not be served at USDA participating programs.
b. Non-creditable foods may be served as part of the meal pattern.
c. Non-creditable foods may be served as "extra" foods to add variety and interest to the meal.
d. Non-creditable foods may only be served with prior approval from USDA.

## GUIDELINES TO SELECTING CREDITABLE FOODS AND BEVERAGES

POST (4/95)
Date: Month Day Year
____ ___ ___

Exercise B
Your SSN:
_____ ___ _____

Directions: Read each item carefully. For each item choose the one BEST ANSWER. Circle the number next to the one best answer for each item.

1. Infants may be served whole milk beginning at what age? *(Assume they are consuming one-third of the calories as a balanced mixture of cereal, fruits, vegetables, and other foods to meet iron and vitamin C recommendations.)*

   a. 2 months of age
   b. 4 months of age
   c. 6 months of age
   d. 8 months of age

2. When can yogurt be used as a meat/meat alternate?

   a. At any meal
   b. At snack only
   c. At breakfast only
   d. At snack and breakfast

3. Which of the following is a creditable meat/meat alternate?

   a. Neufchatel cheese
   b. Cream cheese
   c. Ricotta cheese
   d. Powdered cheese in pasta

4. Can a center participating in the USDA Child Nutrition Program serve a non-creditable food?

   a. Non-creditable foods may not be served at USDA participating programs.
   b. Non-creditable foods may be served as part of the meal pattern.
   c. Non-creditable foods may be served as "extra" foods to add variety and interest to the meal.
   d. Non-creditable foods may only be served with prior approval from USDA.

5. The USDA Food Buying Guide for Child Nutrition Programs is a helpful resource that presents and discusses the following information:

   a. A comprehensive list of creditable and non-creditable foods according to product brands and names
   b. The USDA Dietary Guidelines for Americans and how to incorporate them in school meals
   c. Guidelines for determining creditable foods and for food purchasing according to the number of meals served and program requirements
   d. Quantity recipes for school food service and cycle menus that meet Child Nutrition Program guidelines

6. Which of the following products is considered a creditable milk component?

   a. Fluid chocolate milk
   b. Cocoa prepared with water
   c. Reconstituted instant non-fat dry milk
   d. Commercial milkshake made with dry milk

7. Can a meatloaf recipe containing enriched bread crumbs or enriched crackers as an ingredient count as a creditable bread requirement?

   a. No, because it is a mixed dish and they are not creditable.
   b. No, because bread must be a recognizable integral part of the main dish.
   c. Yes, as long as the quantity served meets the recommended serving size.
   d. Yes, as long as the flour used is enriched and meets USDA guidelines.

8. According to the child care meal pattern, how many of the different food items **must be included** in a snack?

   a. 1 of 3
   b. 2 of 3
   c. 1 of 4
   d. 2 of 4

9. Which of the following information on a food label is most useful in determining if a food is creditable?

   a. Nutrition Facts
   b. Ingredient List
   c. Nutrient Reference Values
   d. Health Claims

10. USDA recommends that cookies be served as a snack no more than:

    a. Once a day
    b. Once a week
    c. Twice a week
    d. Three times a week

11. Which of the following publications is most useful to determine if foods or beverages are creditable?

    a. Food Buying Guide for Child Nutrition Programs (USDA)
    b. Quantity Recipes for School Food Service (USDA)
    c. Guidelines for Healthy School Meal Planning (NET & AHA)
    d. The Child Nutrition Labeling Program: An Overview (USDA)

12. Which of the following is a creditable infant cereal?

    a. Enriched or fortified cooked cereal
    b. Commercial mixed cereal with fruit
    c. Dry iron-fortified infant cereal
    d. Pre-mixed infant cereal in a jar

13. To qualify for a creditable bread/bread alternate, the product must contain which of the following as the primary or predominant ingredient by weight?

    a. Refined and non-fortified grain flour
    b. Bleached and fortified flour
    c. Whole grain and/or enriched meal or flour
    d. Wheat and/or white flour or meal

14. Which of the following fruit products is creditable?

    a. 10% fruit flavored powder
    b. 25% fruit flavored punch
    c. Fruit drink cocktail (40% juice)
    d. Frozen (100%) fruit juice bar

15. The first ingredient on a nutrition label is the predominant ingredient by:

    a. Volume
    b. Weight
    c. Flavoring

# TEXAS

NUTRITION EDUCATION & TRAINING

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## TEXAS DEPARTMENT OF HUMAN SERVICES
## 1996